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RESEARCH STUDIES IN POST-SECONDARY EDUCATION No. 12

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Problems of Alberta College Students As Perceived by Students. 2
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PROBLEMS OF ALBERTA COLLEGE STUDENTS AS PERCEIVED BY STUDENTS

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Neil W. J. Clarke

May, 1971

ALBERTA COLLEGES COMMISSION
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Neil W. J. Clarke

THE ALBERTA COLLEGES COMMISSION

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FOREWORD

During the period September 1, 1970 to June 30, 1971, Mr. Neil Clarke has been on staff with the Alberta Colleges Commission as an intern following completion of the M.Ed. program in Educational Administration at the University of Alberta and prior to his returning there to complete the Ph.D. program in the same Department. Included in the terms of his contract was the requirement that he "conduct a project of *prime importance* to the Commission and of interest to the Department of Educational Administration."

We at the Commission and the Department agreed that Mr. Clarke should conduct a study of problems encountered by students during their attendance in one of Alberta's Public Colleges. It was suggested that Mr. Clarke simply identify problems and perhaps with the students suggest who might act to achieve solutions to them. He has done this and more. He has suggested some actions which can be undertaken to solve some of the problems identified.

It is also reassuring to note (p. 100) that students also presented many favorable comments. The required action is therefore one of adjustment and improvement rather than a complete overhaul.

The Commission is pleased with Mr. Clarke's work and with this report. We hope that all who read the report will find it interesting, and we hope that college personnel will check the validity of the reported complaints and, where these are found to be valid, will initiate actions required to improve the situation for students.

H. Kolesar, Chairman,
Alberta Colleges Commission.

G. L. Mowat, Chairman,
Department of Educational
Administration,
The University of Alberta.

PREFACE

The purpose of the study reported herein was to conduct an open-ended survey in Public Colleges in order to identify the most common problems confronting students, according to the perceptions of students themselves.

Problems, once identified, often tend to appear self-obvious. Nevertheless, whether an observer disagrees that a particular problem exists, if students perceive that the problem exists, then it *does* in fact exist irrespective of other types of empirical or intuitive evidence to the contrary. Or, if an observer is convinced already that the problem exists, *confirming* this from another point of view is also useful.

The limitations of the sample of students interviewed are acknowledged as far as employing the data for identifying minor problems, for detailed analyses of differences, and for making sweeping generalizations. However, according to the stated purpose of the study, the data were not intended to be used thus.

The following document, then, attempts to identify general problems of Alberta college students as perceived by students. Some discussion of the findings and some cautiously made implications are included.

NWJC, April/1971.

CONCLUSION AND RECOMMENDATIONS*

CONCLUSION

The major finding of this study was that students identified precisely those problems which administrators also are most concerned with and are endeavouring to overcome.

The major problems confronting students and the subsequent recommendations for action both bear a striking resemblance to much of the literature which expounds and advocates concepts of community colleges. At first glance, such a finding may be disappointing. However, it provides a considerable degree of validity for the plans and efforts of concerned administrators in the community college movement of the 1970's.

RECOMMENDATIONS

1. The administration of each public college in Alberta, in consultation with its Board of Governors and the Alberta Colleges Commission, should re-examine the philosophy and functions of colleges, reassess the feasibility of achieving these, and redefine--where necessary--operational goals of the college through adaptable policies, and short and long range plans.

2. A major emphasis in examining philosophy, goals, policies, and the plan for implementing these should be on intimate college-community relations, and the suitability of courses and programs in terms of the needs of the community.

3. The counselling services should endeavor to provide better information regarding transfer, and job opportunities for one and two-year graduates. Counsellors should be intimately involved in the exchanges between the college and the community even to the extent of operating employment agencies.

4. College personnel at all levels should make students more aware of policies, plans, and actions which exist for the benefit of individual students, for the college as a whole, and for the community in which the college is located.

5. The Colleges and the Alberta Colleges Commission should re-examine the relative emphases placed on the financial support of credit programs and of community services programs.

---

*pp. 103-4.

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The major finding of this study was that students identified personal and social problems which administrators also are most concerned with and are concerned to overcome.

The major problems confronting students and the subsequent recommendations for action both pose a startling resemblance to much of the literature which expounds and supports concepts of community colleges. At first glance, such a finding may be disappointing. However, it provides a considerable degree of validity for the plans and efforts of concerned administrators in the community college movement of the 1970's.

RECOMMENDATIONS

1. The administrators of each public college in Alberta, in consultation with the Board of Governors and the Alberta Colleges Commission, should re-examine the philosophy and functions of colleges, reassess the feasibility of adopting these, and modify--where necessary--operations of the college through adaptable policies, and short and long range plans.

2. A major component in examining philosophy, goals, policies, and the plan for implementing these should be an intimate college-community relations, and the extensibility of courses and programs in terms of the needs of the community.

3. The counselling services should endeavor to provide better information regarding careers, and job opportunities for one and two-year graduates. Counsellors should be intensely involved in the exchange between the college and the community even to the extent of operating employment agencies.

4. College personnel at all levels should make students more aware of policies, rules, and decisions which exist for the benefit of individual students, for the college as a whole, and for the community in which the college is located.

5. The colleges and the Alberta Colleges Commission should re-examine the criteria employed on the financial support of credit programs and of community service programs.

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*pp. 103-4.

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CHAPTER 1

THE PROBLEM

INTRODUCTION

Recent years have witnessed a phenomenal growth in North American community college systems. In Alberta, grade 12 enrolments have nearly doubled during the last ten years. The number of high school diplomas issued has increased from about 7,000 to almost 20,000 (Edmonton College Planning Committee, 1969:22). The public college enrolment in Alberta nearly doubled in only three years: 2,571 in 1967-68 to 4,880 in 1970-71.

Such considerable growth indicates that the community college has a significant, if not a major place in post-secondary education in the immediate and the long term future. Such a place implies that community colleges will need a well-defined, many faceted role based on carefully worked out philosophy, goal statements, and master plans. In keeping with the philosophy which has evolved in the Alberta system, the emphasis is on students, so that with proper guidance, counselling, and instruction they will find uitable lines of educational development which will yield individuals who will serve both their own and society's needs (Kolesar, 1969:4).

The Carnegie Commission (1970:3) concluded that community colleges in the United States have proved their worth: there has been phenomenal growth; there are open-door policies, good geographic locations, low tuitions; colleges offer a large variety of programs; they appeal to

students undecided about their futures; and there is little statistical stratification of the enrolment by age, socio-economic background or race.

It seems clear, therefore, that the philosophy of community colleges is student-centered. A general major goal would be serving the social-educational needs of students regardless of age, academic record, race, background, religion and so on, but *with* regard to their potentials.

NEEDED RESEARCH

In view of this, it is unusual that there is such a dearth of studies based on public college students' candid views concerning their problems and concerning shortcomings or failings of the college or the system; specifically, research is needed in the areas of programs and services, staffing, communications, and administration at various levels.

Also there is a need to collect and analyse students' expressed expectations for their college system, for their respective colleges, and for their students' council and students' association.

Finally, the Alberta Colleges Commission, under whose auspices this study was conducted, specifically requested the study in recognition of their own priority on students in the system.

PURPOSE OF THE STUDY

The main purpose of this study was to identify the types of problems which students encounter in the five Alberta Public Colleges. Secondly, the study solicited students' suggestions concerning the solution of these problems: (1) alternative practices or situations, (2) means of implementing or achieving the alternatives.

STATEMENT OF THE PROBLEM

Students were asked to identify problems and comment on solutions in each of the following four categories: (1) situational problems, (2) college organizational problems, (3) problems related to programs and services, and (4) students' council organizational problems. The problem is expressed in more detail by the series of questions in each of the four categories.

Situational Problems

Problems facing students with respect to financing their college education, finding accommodation, (or commuting), adjusting generally to college life, and others, are referred to as situational problems.

1. What situational problems do students perceive to exist in Alberta public colleges?

2. What alternative practices or situations do students perceive which might alleviate these problems?

3. Who do students think should be responsible for implementing these practices or situations?

4. What means would students suggest that these persons employ to implement these alternative practices or situations?

College Organizational Problems

Problems concerning the operation of the college: specifically, communication between students and college personnel, rules and regulations, student participation in policy and decision-making, entrance requirements for maintaining attendance, transferability, and so on, are classified as college operational problems.

1. What problems do students perceive to exist concerning the operation of their respective colleges, or the college system as a whole?

2. What alternative practices or situations can students perceive to alleviate these problems?

3. Who do students think should be responsible for implementing these practices or situations?

4. What means would students suggest that these persons employ to implement these alternative practices or situations?

Problems Related to Programs and Services

Failure by the college to meet student expectations in curriculum, counselling, instructional skill, are classified under this heading.

1. What problems do students perceive concerning college programs and services?

2. What alternative practices or situations do students perceive which might alleviate these problems?

3. Who do students think should be responsible for implementing these practices or situations?

4. What means would students suggest that these persons employ in order to implement these alternative practices or situations?

Students' Council Problems

Problems with respect to the functions or structure of the students' council: specifically, failure of the students' council to fulfil certain functions; functions which the council ought to fulfil but does not have jurisdiction over or does not recognize; the usefulness of the council as a channel of communication between the student body and other organizations such as the college itself, and other students' councils or student organizations are classed as students' council problems.

1. What problems do students perceive with respect to the functions and structure of the students' council?

2. What alternative practices or situations do students perceive which might alleviate these problems?

3. Who do students think should be responsible for implementing these practices or situations?

4. What means would students suggest that these persons employ to implement these alternative practices or situations?

Other Problems

Since the interviews with students were "open-ended," the possibility that other problems which cannot be classified under one of the first four types was provided for.

METHODOLOGY

In the fall of 1970, college presidents and students' council presidents were informed of the nature of the proposed study, requested to approve the study and to cooperate in its undertaking. Approval and willingness to assist were expressed by administrations and students' councils in the five operating colleges in Alberta. (See Appendices).

Although the original proposal was to interview both students at large and students' councils, an alternative was introducted in January, 1971. The researcher organized a one-day seminar in Edmonton for one students' council representative from each college and for the staff members of the Alberta Colleges Commission. The purposes of the meeting were (1) to permit students' council executives to meet the Commission staff rather informally and to develop the potential channel of communication between students and the Commission by allowing student representatives to discover the extent to which the staff is approachable; (2) to permit student representatives and staff to discuss student problems from the point of view of student governments; (3) to provide an opportunity for council presidents to have a closed summit meeting; (4) to arrange with the researcher for advance publicity of student interviews in the colleges; and, (5) to give student representatives a chance to learn more about the roles and functions of the Alberta Colleges Commission.

The second purpose--discussing student problems from councils' points of view--was intended to replace interviews at each college with the students' councils as a group thereby leaving more time for meeting with students at large. This alternative was implemented, and the results of the seminar are discussed in a later chapter.

The third phase of the revised plan was visits to each of the five colleges. A total of fourteen days was spent interviewing approximately four hundred college students.

The approach used in interviewing students was to encourage students (1) to talk about their college and their college life in general, (2) to discuss general (and if they wished--specific) problems encountered by students, and (3) to suggest alternatives to existing situations, procedures, practices, and policies. Part of the rationale for this approach was that if students were guided to consider alternatives and solutions, they would tend to think more closely and more objectively about problems which they identified; also, new alternatives for the consideration of administrators would undoubtedly be welcomed.

The decision to use an open-ended type of interview rather than some other data collection technique is particularly important. Since the study was exploratory in nature, and was not designed to permit complex statistical analyses nor to test a theory, a questionnaire which would predispose students to respond according to the writer's own perceptions of student problems was deemed entirely inappropriate. In fact, even with an interview which is designed to be as open-ended as possible, an interviewer can experience difficulty in deciding which

topics should be pursued further, and which should be foregone to permit time for the possibility of new or more significant topics appearing.

Although the statement of the problem and the interview schedule (Appendix B) list a series of questions, these were not posed as such to the students interviewed. Rather, the questions served as a means for defining the problem, and as a means for recording student responses with a minimum of writing during interviews.

Briefly, then, the open-ended interview technique was deemed most appropriate in this exploratory study. Further limitations of the technique are commented upon below.

DELIMITATIONS OF THE STUDY

Scope

Although there are several reference groups in addition to college students, the study attempted to collect and consider *students' perceptions* of problems and of possible solutions to the problem.

Although there are many possible classifications of students in the Alberta College System, the study was delimited primarily to a selected sample of students enrolled in one- or two-year occupational or vocational programs. A few university transfer students and upgrading students were interviewed as well.

Rationale for selecting vocational-occupational students. University transfer courses are not offered in all five of the colleges; therefore, if this group were chosen, all colleges would not be involved. (On the other hand, it is conceded that a study of the problems of these

students compared to students in comparable programs at the universities might be interesting). The main reason for selecting occupational-vocational students was that they reflect more than other groups the major, but unique aspect of the role of the community college in the field of post-secondary education. Also, university transferability and transfer students have been researched much more in the past than students in other programs.

Transfer and Upgrading Students. There is no particular rationale for including "a few" of these. However, a slight broadening of the scope seemed to be a way of cross-checking the validity of problems identified by a single sub-group.

It is not assumed that the findings will necessarily reflect the feeling of the entire population of college students. However, the findings may be generalizable to all one and two-year students in cases where a majority of the students interviewed in most of the five colleges identify common problems.

LIMITATIONS OF THE STUDY

The data collected comprised responses noted taken during each interviewed. The approach and the precise manner of providing verbal cues varied from respondent to respondent, and validation of the data collection technique was not possible as it would have been with structured questionnaires.

On the other hand, there are advantages to interview techniques such as first hand evaluation of respondents' authenticity, care, and honesty in what is said, and such as pursuing certain sidetracks which are suggested by responses and which may prove valuable in the interview. In a word, the interview technique was open-ended.

It is important to re-emphasize that respondents' *perceptions* were recorded.

There are statistical limitations. The most that was accomplished in the way of sampling was that (1) time proportionate to enrolment was spent in each college, and somewhat proportionate numbers of students were interviewed; (2) students who seemed able to reflect the feelings of the majority were selected intuitively by the research; and, (3) in spite of an open-ended approach, a set of basic questions evolved and was asked indirectly to <u>all</u> respondents.

The researcher was subject to the limitations of his own perceptions, values, attitudes in assessing the sincerity, credibility, concern, and perceptiveness of the respondents, and in translating their responses into problems and solutions.

OBSERVATIONS OF VALIDITY

The main factor in the validity of the study was the ability of the interviewer to interpret the responses and to assess their authenticity and the way in which they reflected the problems and perceptions of the population of students.

Recommendations for particular replications and variations of the study may be made if a favorable assessment of the reliability and the success of the latter is made, and if a more detailed collection of information seems desirable. Other types of follow-up studies readily present themselves; for example, choosing one identified problem area and pursuing it further with larger samples of students in order to find implications of the problems and to pose possible solutions.

DEFINITIONS

College System

This refers to the Provincial College System in the Province of Alberta as constituted by *The Colleges Act* (1969).

The term "college" refers to a public college in Alberta unless some other designation is specifically made.

Students' Council

This is as defined and prescribed in the Colleges Act (1969b),

52. (1) The business and affairs of a students' association shall be managed by a body to be known as the students' council, the members of which shall be elected by and from the members of the students' association as provided in the by-laws thereof.

(2) A students' council may make by-laws governing

(*a*) the requirements for membership in the students' association,

(*b*) the qualifications for election as a member of the students' council and the time and manner of conducting the elections,

(*c*) the number of persons and the officers that the students' council is to consist of,

(*d*) the calling of meetings of the students' association or students' council and the quorum and conduct of business thereat,

(*e*) the maintenance of the students' association by the charge of membership fees,

(*f*) the acquisition, management and disposition of property by the students' association, and

(*g*) any other matter pertaining to the management and affairs of the students' association.

(3) A students' council is the official medium of communication between the students of a college and the college board and any communication from the students' council to the college board shall be transmitted in writing through the president of the college who shall transmit it to the college board at the next meeting.

(4) One or more students of a public college may petition the college board in writing through the president of the college who shall forthwith transmit the petition to the college board for consideration at its next regular meeting.

(5) Members of the students' association representing at least 10 per cent of the membership of the association may by a petition signed by them request the students' council to conduct a vote on any resolution pertaining to the affairs of the students' association and thereupon the students' council shall proceed to conduct the vote.

(6) Where a vote is conducted under subsection (5) and the votes cast in favour of the resolution represent at least two-thirds of the total number of votes cast, the students' council shall implement the resolution to the extent it is by law able to do so.

Vocational-Occupational Students

These are students enrolled in one- or two-year programs leading to a certificate or diploma in some technical or other type of occupation which the student may enter upon completion of the program. More specifically, students in the following programs in each of the five colleges were interviewed:*

Grande Prairie College. Business Administration (one-year certificate), Business Administration (two-year diploma), Secretarial Science (one-year certificate), Secretarial Science (two-year diploma).

Red Deer College. Business Science Certificate (one-year), Business Administration Diploma (two-years), Nursing (two-year diploma), Secretarial Science (one-year certificate), Secretarial Science (two-year diploma), Social Service (two-year diploma).

Mount Royal College. Agri-Business, Architecture, Business Administration, Residential Child Care, Stenographers; these are all one-year certificate programs.

Agri-Business, Aviation, Business Administration, Communications Media-Broadcasting, Communications Media-Journalism, Communications Media-Public Relations, Correctional Careers, Insurance, Interior Design, Music (for prospective music teachers), Nursing, Police Science, Public Administration, Recreation and Outdoor Education, Secretarial Science, Social Work Careers, and Urban and Regional Planning Assistants. These are two-year programs leading to associate diplomas.

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*The programs are taken from the 1970-71 calendars of each of the five colleges. (Some of the programs are university transfer programs but they also terminate in the granting of certificates or diplomas to successful students).

Medicine Hat College. Business Administration Certificate Program, Business Administration Diploma Program, Secretarial Science Certificate Program, Secretarial Science Diploma. Certificate programs are one-year, diploma programs are two-year programs.

Lethbridge Community College. Vocational Agriculture, Irrigation Technology (proposed), Secretarial Science Program (shorthand major, accounting major, or data processing major), Business Administration (finance major, marketing major, office administration major, automated data processing major, hotel management major, or hospitality major), Journalism, Radio-Television Broadcasting, Theatre Arts, Law Enforcement, Conservation Enforcement Officer, Renewable Resources Management, Community and Youth Leadership, Outdoor Education, Outdoor Recreation, Nursing Program (leading to Alberta R.N.), Architectural Drafting, Architectural Technology, Automotives, Commercial Baking (proposed), Commercial Cooking, Drafting Technology, Electronic Technology, Meat Technology, and Surveying. These are one- or two-year programs leading to certificates or diplomas.

Upgrading, Continuing Education, vocational preparation, college preparation are some of the program names which apply to programs offered at all five colleges for students with serious deficiencies in high school diplomas, matriculation, or prerequisites. These programs vary in duration from one to four semesters. Wherever possible, students in high school programs were counted as one- or two-year students and were included as an important reference group for the purposes of this study.

ANTICIPATED USES OF THE RESEARCH FINDINGS

The approach used in this study was not particularly rigorous. However, within the scope and limitations delineated, the findings may contribute to developing a body of knowledge, which at present is nearly non-existent, concerning various types of problems and needs of college students.

Further, if this study is replicated in subsequent years,* it will be possible to assess the reliability of the technique. If a degree of reliability is established, the technique could be applied in variations of the study where other sub-groups of the student body would be surveyed.

The immediate outcome of the research will be a report of the findings, conclusions, and implications. This report should be useful to the various planning agencies of the Colleges Commission and of the individual colleges. Planning and coordinating bodies in the divisions and commissions of the Department of Education may benefit directly or indirectly from the findings, or from future research which is suggested by the present study. Guidance departments in colleges, high schools, and universities should find the report useful in counselling students regarding post-secondary education.

The proposed study may serve as a basis for future research:

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*There is approximately 66.67% turnover of students per year in two-year programs at Alberta community colleges according to the Colleges Commission estimates, 1970.

certain kinds of replication or variation will be indicated, and/or various kinds of pitfalls to avoid in future studies will be identified or implied. There are always straightforward kinds of replications which might be made of a study; however, useful variations of technique, reference subgroups, purpose (for example, emphasizing problem solution rather than problem identification), and so on, might be indicated by this first study.

Reports on the research will be made widely available as soon as it is accepted by the Colleges Commission. Students, faculty members, college administrators, and Alberta Colleges Commission members will be provided with copies. Other individuals or groups will have access upon request.

Finally, that there are very few studies of college students other than demographic ones was expressed on page 2. The proposed study should contribute to this limited body of knowledge.

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CHAPTER 2

STUDENT INTERVIEWS AND THE SAMPLE

NATURE OF THE INTERVIEWS

Schedule

Once the various interested groups and individuals had approved the study in principle, the research proposal was prepared, and the seminar for student council presidents had been conducted, the following interview schedule was adopted:

Grande Prairie	-	February 22, 23 and 24
Medicine Hat	-	March 1 and 2
Lethbridge	-	March 3, 4 and 5
Mount Royal	-	March 8 to 11
Red Deer*	-	March 23 and 24

Recruitment of Respondents

The researcher approached students--for the most part unintroduced--in the coffee shops, lounges, hallways, study rooms, and libraries. Although students' councils had undertaken various types of advance publicity regarding a visitation by a representative from the Alberta Colleges Commission, only three or four students in the entire system were aware of the purpose of the interviews. Also, very few students had ever heard of the Colleges Commission, and none fully understood

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*The Red Deer visit was originally scheduled for March 16 and 17, but it had to be postponed for one week.

what the Commission is and what its functions are. This substantiates at least two conditions which were expected to exist: (1) the Colleges Commission staff is correct when they suggest that better communication could exist between the Commission and college students; and, (2) communications between students' councils and students' associations are not effective. Most students interviewed had not seen advance publicity in the local press, in the student paper, or as provided in posters and notices by the students' council executives.

Thus, before every interview the researcher had to explain rather quickly what the Colleges Commission was, and precisely the nature of the proposed interview. The latter explanation required particular care in order to avoid biasing the direction of students' responses. Nevertheless, not one student who was asked to participate in an interview refused flatly. Occasionally, students were just leaving to attend classes; however, they expressed their willingness to be interviewed had they been free. Further, students talked very freely about any of a wide variety of topics. When reassured that the information would not be used against them or others, the usual response was that they did not care who knew what they said because their comments--sometimes critical--had in most cases already been made to instructors or administrators. This supported the frequent comment that faculty-student relations were excellent, and that the classroom climate was conducive to candid discussion.

During group sessions, extreme care was required to note only those comments on which there seemed to be consensus. Even so, the amount of

information which could be accepted from a group with a given number of members was somewhat less than that which would have been gathered had the same number of respondents been interviewed individually.

Rapport

To a degree, the success of the survey and the usefulness of the data which were collected depended upon the willingness of students to be interviewed and upon their motivation to discuss problems frankly. In turn, willingness and motivation were functions of the creditability of the researcher's approach to recruiting respondents and initiating interviews. Since no student in any college refused to be interviewed, and since all interviews lasted from 25 minutes to one hour and fifteen minutes (the average lasting approximately 40 minutes), both recruitment and the interview technique seemed to have been successful. Moreover, students seemed impressed with the straightforwardness of the Colleges Commission's motives for instituting the study. The length of the interviews permitted students time to sort out their thoughts concerning problems, and to talk about many topics--many of which were indirectly related to general areas of concern to students. Also, the researcher had time to assess responses and to choose the topics which might most fruitfully be pursued further.

Some details concerning the interviews in each college are presented in the following section.

THE SAMPLE

Grande Prairie

As shown in Table 1, most of the interviews in this college were conducted with individuals. Although the facilities are overflowing, the small enrolment at the college meant the hallways, library, coffee room, and study areas were uncluttered as compared to the larger campuses. Consequently, the situation at Grande Prairie was better for soliciting individual student interviews than at the other four colleges.

Of the thirty-two students surveyed, twenty-one were interviewed one at a time. The hospitality and helpfulness of Walter Borlé, President Dr. Anderson, and Mr. Leo Dawson are acknowledged with thanks.

Table 1

Number of Respondents and Sizes of Groups Interviewed in Grande Prairie College

Group Size	Number of Interviews	Number of Persons Interviewed
Individuals	21	21
2 to 4 persons	3	11
5 to 10 persons	0	0
11 or more	0	0
Totals	24	32

Table 2 shows the absolute and percentage distribution of the 32 students in four programs at Grande Prairie College. In all, 11.5 percent of the full time enrolment was surveyed.

Table 2

Description by Program
of Grande Prairie Respondents*

Program	Year	Sample Size			Manpower Supported	Total Enrol. FTE**	Percent Size of Sample
		Male	Female	Total			
University Transfer	1	6	3	9	0	118	7.6
Business Administration	1	5	0	5	1	31	16.1
Business Administration	2	2	2	4	0	5	80.0
Secretarial Science	1	0	3	3	0	44	6.8
Secretarial Science	2	0	3	3	1	3	100.0
Continuing Ed/ Voc Prep	all	7	1	8	7	76	10.5
ALL	all	20	12	32	9***	278	11.5

*Students in the listed programs are supported by Provincial grants through the Alberta Colleges Commission (or by Canada Manpower in some instances).

**Source: "Operations Data," (February, 1971), supplied to the Colleges Commission by the Grande Prairie College.

***Total number of Manpower supported students is 98; the 9 students interviewed comprise a 9.2 per cent sample of Manpower supported students.

Medicine Hat

Table 3 reveals that in Medicine Hat, as in Grande Prairie, most students were interviewed on an individual basis. One of the small groups comprised several music students who discussed a problem peculiar to them. This as well as discussions with other special groups will be reported in a later chapter.

Table 3

Number of Respondents and Sizes of Groups Interviewed in Medicine Hat College

Group Size	Number of Interviews	Number of Persons Interviewed
Individuals	15	15
2 to 4 persons	1	2
5 to 10 persons	2	10
11 or more	1	27
TOTAL	19	54

The one large group was made up of twenty-seven Manpower supported adult students taking upgrading programs.

The assistance of the students' council President, Ernie Koz, and that of Dr. M. Tagg, vice-president of the college, is acknowledged with thanks.

Table 4 shows the absolute and percentage distribution of the 54 surveyed students in eight college programs. Over all, 8.8 percent of the full time student enrolment was interviewed.

Table 4

Description by Program
of Medicine Hat Respondents*

Program	Year	Sample Size			Manpower Supported	Total Enrol. FTE**	Percent Size of Sample
		Male	Female	Total			
University Transfer	1	7	2	9	0	169	5.3
Business Administration	1	1	0	1	0	27	3.7
Business Administration	2	6	0	6	0	6	100.0
Secretarial Science	1	0	2	2	0	15	13.3
Secretarial Science	2	0	0	0	0	2	0.0
Nursing	1	0	3	3	0	11	27.2
Music***	all	1	4	5	0	1	100.0
High School/ College Prep	all	17	11	28	28	89	31.5
ALL	all	32	22	54	28	320	8.8

*Students in listed programs are supported by Provincial grants through the Alberta Colleges Commission (or by Canada Manpower in some instances).

**Source: "Operations Data," (February, 1971), supplied by the college.

***Although five music students were present during the interview, only one was in a grant supported program.

Lethbridge

As shown in Table 5, only one student was interviewed individually in this college, whereas the remainder was surveyed in groups of eleven or more students. Consequently, not only is the cooperation extended by Skip DeCoste and Lorne Begin of the students' council acknowledged, but also thanks are extended in particular to the many faculty members who relinquished class time during which students were interviewed: Patt Webb, Bob Hamilton, Ben Brooks, Al Hunt, Jack Pettinger, and Mr. V. Olsen.

Table 5

Number of Respondents and Sizes of Groups Interviewed in Lethbridge Community College

Group Size	Number of Interviews	Number of Persons Interviewed
Individuals	1	1
2 to 4 persons	1	4
5 to 10 persons	1	7
11 or more	6	146
TOTAL	9	158

Table 6 presents the distribution of the 158 surveyed students in six programs at Lethbridge. In total, 16.6 percent of the full time enrolment was interviewed.

Table 6

Description by Program
of Lethbridge Respondents*

Program***	Year	Sample Size Male	Female	Total	Manpower Supported	Total Enrol. FTE**	Percent Size of Sample
Agriculture	all	20	0	20	0	23	87.0
Business Ed.	all	mixed		18	0	248	7.3
Nursing	all	0	41	41	0	96	42.7
Tech-Voc.	all	mixed		31	12	77	40.3
Liberal Ed.	all	mixed		44	0	440	10.0
Continuing Ed.	all	mixed		4	0	100	4.0
ALL	all			158	12	984	16.1

Manpower students interviewed	12
Total number of M.P. Students	100
% size of sample	12..0%

*Students in listed programs are grant supported or Canada Manpower supported.

**Source: "Schedule of Unit Costs," submitted with 1970/71 budget: Full time equivalents.

***Because the source here is different from that in Tables 2, 4, 8, and 10, divisions of instruction rather than individual programs are listed in this column. The figures in the column "Sample Size" were adapted from the following breakdown of the sample:

Program	(Year)	Male	Mixed	Female	Total	Manpower
College Preparation	(all)		4		4	0
Bus. Outdoor Rec. Adm.	(all)		18		18	0
Rec., P.E., Conserv.	(all)		18	1	19	0
Communication Arts	(all)		25		25	0
Agriculture	(all)	20			20	0
Cooking	1		24		24	12
Archit., drafting	(all)	7			7	0
Nursing	1	1		40	41	0
TOTALS		28	89	41	158	12

Mount Royal

Most of the students interviewed in Calgary were consulted individually or in very small groups (Table 7). Because of the size of the college and the consequent difficulty in locating some students from most of the large number of one- and two-year programs, it was necessary to solicit help from faculty members. With few exceptions, faculty members were extremely cooperative in making class time available for student interviews. The assistance of the following is gratefully acknowledged: Mr. Ron Ellerman and other student volunteer workers in the student self-help organization, Kelly 21; students' council president, Dale Mitchell; Mr. J. S. Bach, Mr. Ken Hollington, Mr. Dennis Averil, Mr. Morrill, Mrs. Gingrich, and Mr. May of the faculty; Mr. Gary Dean, college vice-president; and others.

Table 7

Number of Respondents and Sizes of Groups Interviewed at Mount Royal College

Group Size	Number of Interviews	Number of Persons Interviewed
Individuals	6	6
2 to 4 persons	6	19
5 to 10 persons	3	24
11 or more	3	45
TOTALS	18	94

According to Table 8, students from 17 of 30 grant supported programs, as well as from two other programs, were interviewed: 84 students in all,

Table 8

Description by Program of Mount Royal Respondents*

Program	Year	Sample Size Male	Female	Total	Manpower Supported	Total Enrol. FTE**	Percent of Size Sample
Univer. Transfer	1	9	5	14	0	495	2.8
Univer. Transfer	2	2	1	3	0	26	11.5
Bus. Admin.	1	3	1	4	0	112	3.6
Bus. Admin.	2	0	0	0	0	35	0.0
Sec. Science	1	0	18	18	0	68	26.5
Sec. Science	2	0	0	0	0	4	0.0
Agri-Business	all	0	0	0	0	1	0.0
Journalism	all	0	1	1	0	24	4.2
Public Relations	all	0	0	0	0	9	0.0
Radio, TV Arts	all	1	0	1	0	28	3.6
Correct. Careers	all	0	0	0	0	32	0.0
Nursing	all	0	0	0	0	83	0.0
Res. Child Care	all	0	0	0	0	28	0.0
Interior Design	all	0	1	1	0	130	0.8
Aviation	all	1	0	1	0	36	2.8
High School	all	1	1	2	2	5	40.0
Police Science	all	16	0	16	0	18	88.9
P.E., Rec. Ed.	all	1	2	3	0	167	1.8
Real Estate Apprsl	all	0	0	0	0	1	0.0
Urban planning	all	0	1	1	0	6	16.7
Applied Soc. Sc.	all	0	0	0	0	81	0.0
Arts-Sc Upgrad.	all	3	0	3	0	38	7.9
Engineering	all	0	0	0	0	15	0.0
Pet. Land Manage	all	0	0	0	0	11	0.0
Day Care	all	0	1	1	0	17	5.9
Social Work	all	0	3	3	0	45	6.7
Computer Science	all	0	1	1	0	18	5.6
Optometry	all	0	0	0	0	1	0.0
Architecture	all	0	0	0	0	2	0.0
Upgrading	all	7	4	11	0	254	4.3
Music***	---	1	2	3	0	---	---
Day Parole***	---	7	0	20	0	---	---
(ALL Surveyed)		(52)	(42)	(94)	(2)	---	
ALL Surveyed & Supported***		44	40	84	2	1,790	4.7

Manpower students interviewed	2
Total number of M.P. students	38
% size of this sample	5.3%

*Grant or Manpower supported. **Source: "Operations Data," op. cit.
***Support other than Grant or Manpower.

or, 4.7 percent of all full time students in grant supported programs.

As was the case with music students in Medicine Hat, certain special groups in Calgary discussed problems peculiar to their group. "Special group problems" will be discussed separately in a later chapter.

Red Deer

All interviews in Red Deer College were conducted in groups of 10 or fewer students as is indicated by Table 9.

Table 9

Number of Respondents and Sizes of Groups Interviewed in Red Deer College

Group Size	Number of Interviews	Number of Persons Interviewed
Individuals	0	0
2 to 4 persons	8	25
5 to 10 persons	1	5
11 or more	0	0
TOTAL	9	30

In Red Deer, 30 of 740 full time students (4.1 percent) were interviewed. Table 10 indicates that these represented five of the seven basic programs offered at the college.

Table 10

Description by Program
of Red Deer Respondents*

Program	Year	Sample Size Male	Female	Total	Manpower Supported	Total Enrol. FTE**	Percent of Size Sample
University Transfer	all	6	2	8	0	530	1.5
Bus. Admin.	all	0	0	0	0	57	0.0
Sec. Science	all	0	3	3	0	30	10.0
Nursing	all	0	5	5	0	41	12.2
Social Services	all	1	2	3	0	28	10.7
Arts-Sc Diploma	all	0	0	0	0	9	0.0
Adult Upgrading	all	11	0	11	10	45	24.4
ALL		18	12	30	10	740	4.1

Manpower students interviewed	10
Total number of M.P. Students	60
% of size of this sample	16.7%

*Students in grant or Manpower supported programs.
**Full time students.

The assistance of Gregg Morrison and John Cuthbertson of the students' council, and of Dr. Merv Eastman, college vice-president, is acknowledged with thanks.

SUMMARY

Forty-three of the 79 interviews were conducted with individual students in the five colleges in the system; see Table 11. Or, 43 of the 381 surveyed students were interviewed individually. Twenty-seven interviews of 79 were conducted in groups of ten or fewer students, and the remaining students were interviewed in 11 groups each comprising eleven or more students.

Table 11

Sizes of Student Groups Interviewed in the Alberta College System

Group Size	Number of Groups Interviewed	Number of Persons Interviewed
Individuals	43	43
2 to 4 persons	19	61
5 to 10 persons	7	46
11 or more	10	218
TOTAL	79	368

Source: Tables 1, 3, 5, 7, and 9.

As was shown in Tables 1, 3, 5, 7, and 9, the distribution of groups sizes varied widely from college to college. There were two main reasons for this. First, in Lethbridge, typical contact locations

were exceedingly noisy and crowded. This made it very difficult to interview students, and nearly impossible to identify groups which were at once small, secluded, and made up only of college students.* Secondly, those students approached at random in some of the colleges turned out by chance to represent a cross-section of the groups which the researcher intended to sample. In other colleges, students in particular programs had to be deliberately located in order to round out the sample. In such cases, a student council or faculty member, or an administrator was requested to arrange an introduction to a class of appropriate students. This type of cooperation was particularly appreciated.

This chapter has provided a rather detailed description of the students who were interviewed and of how they were interviewed.

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*The University of Lethbridge was sharing facilities with Lethbridge Community College when this study was conducted.

CHAPTER 3

ANALYSIS OF THE DATA

INTRODUCTION

The preceeding chapters described the nature of the information which was collected, the methodology for gathering the data, and the sample of students whose perceptions were polled in order to discover the problems which exist in community colleges in Alberta.

This chapter describes how the data were analysed, and then examines the problems (and some possible solutions) which were identified by students in each of the five colleges individually, and in the entire Alberta system of community colleges at once.

METHODOLOGY

Preliminary Stages

The ninety or so interview sheets which were filled with notes during the seventy-nine interviews were read several times and considered in the context of student problems discussed on pages 3 - 5, above. In attempting to re-classify the comments noted on the summary sheets, the researcher found that it was difficult to devise a technique for compiling and summarizing the data clearly. Eventually

a modified classification system evolved and was used to compile the raw data. Tables 12 to 16 in this chapter classify the problems identified during student interviews according to this system.

Final States of the Analysis

When the raw data had been satisfactorily recompiled and classified, those problems which were identified by comparatively large numbers of students were stated in a less abbreviated form and discussed in terms of student-proposed solution to the problems.

Major problem types and noteworthy proposals for solution are considered for each college individually, and then for the entire system as given in Table 17 of this chapter.

The System for Classifying Problems Identified During Student Interviews

The following typology is used in Table 12 to 16, and is paralleled in the summary in Table 17. It also provides the basic format for the textual discussion and analysis of the data in this chapter.

TYPES OF PROBLEMS

I. SITUATIONAL PROBLEMS

- A. Manpower
- B. Other

II. ORGANIZATIONAL PROBLEMS

- A. Philosophy
- B. Policy and Internal Relations
- C. Counselling
- D. Planning, and Public Relations in the Community
- E. Educational Facilities

III. PROGRAM PROBLEMS

- A. Continuity, Content, and Program Planning
- B. Problems in Specific Programs or Courses

IV. STUDENTS' COUNCIL PROBLEMS

- A. Lobby
- B. Activities: Planning and Student Participation
- C. Continuity
- D. Financial Management

A SYSTEMATIZED PRESENTATION OF THE DATA COLLECTED DURING STUDENT INTERVIEWS

Tables 12 to 16 inclusive contain most of the data used to compile this research report. The rows of each table follow the classification system above, and the four columns in every table use these headings:

Classification System Descriptors & Numbers	Identified Problems	Descriptions Of Respondents	Suggested Solutions
1	2	3	4

Abbreviations are used in column 3 to indicate the programs in which respondents were enrolled. For example (5-BsAdm) indicates that the problem stated in column 2 was identified by five Business Administration students. Although most of the abbreviations are clear, the following key is provided for many of the programs:

CntEd	- continuing education
U.T.	- university transfer
VcPrp	- vocational preparatory program
Cons	- conservation enforcement
Mixed	- several unspecified programs
SecSci	- secretarial science
M.P.	- Canada Manpower supported programs
Rec	- recreation administration
P.E.	- physical education
IntDes	- interior design
ChCar	- child-care program
I.A.	- programs sponsored by Department of Indian Affairs
SocSer	- social services program
Kelly	- a variety of programs in which students from the student self-help association at Mount Royal were enrolled; the organization is named "Kelly 21".

(The text resumes on page 59.)

Table 12

Problems Identified In
GRANDE PRAIRIE

I. SITUATIONAL PROBLEMS

A. MANPOWER

1. Manpower assistance should be available for new high school graduates.	(1-BsAdm)	Students could demonstrate to the Department of Manpower that this group has as much financial need as any other group.
2. The criteria for determining who gets how much support for how long and for what programs all seem unclear.	(4-BsAdm) (2-CntEd)	Criteria should be uniform, equitable, better advertised, and they should account for marital status, number of dependents, non-support between semesters and during the summer.
3. There is no provision on timetables for Manpower students to participate in extracurricular activities.	(1-UpGr)	Better scheduling could readily alleviate this because Manpower students do have time available during their day.
4. Manpower students with families often cannot afford to move to the city.	(1-VcPrp) (1-UpGr)	

B. OTHER

1. General financial problems of students.	(5-BsAdm)	All students must learn to live with this problem.
2. There are cliques of students by program.	(1-SecSci)	

II. ORGANIZATIONAL PROBLEMS

A. PHILOSOPHY

1. The college is trying to become too big too fast.	(1-U.T.)	
2. The present system of colleges and universities should be replaced by a system of FREE UNIVERSITIES	(4-U.T.)	There would be open-door registration and students would study what they wanted how they wanted. When ready each would devise an examination and take it. It is fine for the establishment to promise reform and to plan for better things. However, planners are too worried about past history, and change never occurs. People must be prepared to go now and to establish free universities in small groups. (See publications: 56 Espanade St. E., Ste 30, Toronto 215).

B. POLICY AND INTERNAL RELATIONS

1. The advanced standing policy seems arbitrary.	(1-SecSci)	
2. There is poor publicity of the offerings and services provided by the college.	(2-U.T.)	The administration should advertise more outside the province. The Caravan is not seen by enough potential students. There should be more publicity in the media, through counsellors in high schools.

II. ORGANIZATIONAL PROBLEMS (CONTINUED):

B. POLICY AND INTERNAL RELATIONS (Continued)

3. Student-faculty relations are poor.	(1-U.T.)	The faculty should become more involved in extra-curricular activities and should become less formal and less impersonal.

C. COUNSELLING

1. The counselling service is not able to provide enough good information.	(2-U.T.) (2-BsAdm)	Counsellors need to research exact requirements for programs not only at Grande Prairie but at other institutions.
2. Instructors are not involved in counselling.	(1-UpGr)	Instructors ought to become involved because they are more conversant with exact details of courses and programs.

D. PLANNING AND PUBLIC RELATIONS IN THE COMMUNITY

1. There are very few jobs for graduates of one-and two-year programs.	(4-BsAdm-2nd Year) (3-SecSci)	The administration should become involved in job placement for graduates. The administration should work with and in the community in order to: --plan courses on basis of requirements. --prepare students for adult roles --simulate on-the-job challenge Programs should be planned also with more internal consistency; there is often a lack of sequence from year to year, and much duplication There should be more on-the-job training and work experience.

E. FACILITIES

1. Poor library facilities.	(2-U.T.)	

III. PROGRAM

A. CONTINUITY, CONTENT, PROGRAM PLANNING

1. Second year does not add a significant increment to the first year.	(4-SecSci)	If the same course must be repeated then it should be deeper, and broader than it was the first year. There should be much more on-the-job training the second year.
2. The courses in a program are not scheduled evenly through the week.	(3-SecSci)	
3. Programs are too narrow, lack options.	(4-BsAdm)	There should be multiple routes for different specializations: e.g. in Business--finance, personnel.

III. PROGRAMS (CONTINUED):

B. PROBLEMS IN SPECIFIC PROGRAMS OR COURSES

1. Data processing courses	(4-BsAdm-2nd Year)	

IV. STUDENTS' COUNCIL PROBLEMS

A. LOBBY

1. The council does not back students.	(1-SecSci)	The council should determine what are major issues of the student body, and then take a stand on behalf of the students.

B. ACTIVITIES: PLANNING AND STUDENT PARTICIPATION

1. Poor communications between council and students.	(1-BsAdm) (1-VocPrep) (1-U.T.)	
		Council should publish minutes of council meetings.
		More posters and general meetings should be used.
2. Poor planning and organization of activities.	(1-MP) (3-U.T.) (4-SecSci)	Council should consider age, timetables, financial status, place of residence of students in planning of activities.
		Administration should push, and provide funds for additional extra-curricular activities.
		Council should broaden scope and hence participation of activities--during elections and orientation week.
		Council must provide funds for orientation and for activities related to various academic programs because these will foster the usual types of activities also.
	(2-BsAdm) (1-ContEd)	Students activities should be articulated better with those of the city.
		Activities should be closely tied with attempts to build morale and identification of students with the college.
		Use ulterior methods to get students to feel they are a group--famous speakers, e.g. Once the feeling of unity exists exploit it by following the activity with normal college activities such as dances.

Continued ...

IV. STUDENTS' COUNCIL (CONTINUED):

B. ACTIVITIES (Continued)

3. Poor planning and organization of activities -- continued:		Council needs to develop a philosophy: --define goals --be straightforward --implement as well as plan --improve communication --strive for good leadership There could be compulsory encounter groups in regularly scheduled classes where each group includes at least one council member, one instructor and one administrator--each as equal participants. Leaders would be trained by professionals during orientation week.

C. CONTINUITY

1. Poor continuity in council from year to year.	(3-ContEd)	Executives might be elected in the spring from next year's second year students, and the balance elected the following fall from new first year students.

D. FINANCIAL MANAGEMENT

1. Use of fees.	(2-ContEd) (2-SecSci)	There should be compulsory fees only for full time students or those who can get all the benefits which full time students typically could get. There should be better control of council spending; students at large should have more direct voice in spending.

Table 13

Problems Identified In
MEDICINE HAT

I. SITUATIONAL PROBLEMS

A. MANPOWER

1. Support period too short. Level of support is too low for married persons. There is no sick leave. Support not continuous. No free-time priveleges.	(27-M.P.)	Support should last two years or longer for programs longer than one year. There should be $4000 per annum support for married students.
2. Segregation of Manpower students.	(27 UpGr)	Support should be continuous all year, or at least all semester. Students need on-campus freedom during spare periods.

B. OTHER

1. Foreign students discriminated against.	(27-UpGr)	Better information to citizens as to what the college is and thus what students are like should be available.
2. The city does not accept students other than as high school students.	(3-U.T.)	Cooperation with media by students' council and administration is needed. There should be more adult forums and community service programs. Students should become involved in community activities.
3. Finance for university students.	(1-U.T.)	
4. High school students push drugs.	(1-U.T.)	
5. Awards are scare and hard to collect if from the College.	(1-U.T.)	Medicine Hat should offer second year university.

II. ORGANIZATIONAL PROBLEMS

A. PHILOSOPHY

1. The college needs to be involved in community services.	(5-Mus)	
2. College exists for the benefit of administrators and faculty.	(5-BusAdm) (1-U.T.)	The administrators and faculty members should drop titles, and should be less formal. There should be more mixing of students with administrators and faculty.
3. Teachers should be more concerned over the drop-out rate.	(1-UpGrd)	
4. Faculty are not aware of the philosophy and goals of a community college.	(1-BusAdm)	
5. The college is academically oriented.	(5-BusAdm)	

II. ORGANIZATIONAL PROBLEMS (CONTINUED)

B. POLICY AND INTERNAL RELATIONS

1. There is little distinction between terminal and transfer courses.	(5 - BsAdm)	Better communications between students and administration are needed; more out-of-town students are needed.
2. College is run like a high school.	(1-UpGrd) (1-U.T.)	
3. Gym controlled by P.E.	(2 - U.T.)	Some Americans are needed for balance, and for a well-rounded program. There should be a maximum allowable percentage of Americans and restrictions on the number of Americans in key positions.
4. Administration requires minimum grade level to participate in college activities.	(1-U.T.) (1-UpGrd)	
5. Too many American Administrators and faculty.	(1-U.T.) (1-UpGrd)	
6. Faculty-Administration relations are strained.	(1-U.T.) (5-Mus)	The administrative power structure is too top-heavy.
7. Poor staff continuity year to year.	(6 - BsAdm)	Faculty need better pay, better contracts, no fear of reprisals, and more involvement of staff in policy formation.
8. Administration-Student Relations	(8-UT) (1-Nur)	There should be more students on committees; GAC is no good.
a) Poor student-administration communications.	(5-Mus) (1-BsAdm)	
b) Students do not take advantage of opportunities for participation in governance.	(1-SecSci)	Administration should consult students more.
		Administration has too much power. It should be less formal, use less jargon.
		There is a need for a handbook for students, class lists.
		Administration is hidden; administrators should attend student functions and should be more approachable.
9. Student-Faculty Relations		
a) Students fail to provide feedback to instructors.	(1-UpGr)	There should be better communications and encouragement for same.
b) Students treated as in high school.	(1-BusAdm) (1-SecSci)	
c) Poor relations.	(1-UT;1-Nur)	Faculty should be more aggressive in establishing better student-faculty relations because certain students are shy or misinformed of faculty's approachability. It is not enough to be available. Faculty should be more informal.
d) Instructors allow personal feelings to influence marking, etc. in courses.	(1-U.T.) (1-Bs.Adm)	
e) Faculty too impersonal.	(1-BsAdm)	
10. There is high rate of staff turn over	(1-U.T.)	

C. COUNSELLING

1. Counselling services are unable to provide correct specific information on programs at college, in other colleges and institutions (eg. universities).	(6-BsAdm) (8-U.T.) (1-UpGr) (5-Mus)	Second year students are used as consultants during registration.
2. Counsellors are difficult to get to see.	(1-Nur)	It should be compulscry to see counsellors who should be better informed.
3. They are academically oriented	(5-BsAdm)	
4. Mislead re job availabilities and transferability possibilities.	(5-BsAdm) (5-Mus) (1-U.T.)	There should be more research time provided to counsellors.
5. Teachers should be involved.	(1-SecSci)	

II. ORGANIZATIONAL PROBLEMS (CONTINUED)

D. PLANNING AND PUBLIC RELATIONS IN THE COMMUNITY

1. Two year program may not be accepted as equal to three or four year when latter exist as fully parallel.	(1-Nur)	Better planned, more practical programs would help to improve the second year image.
2. Two year diploma not recognized nor appreciated by potential employers, nor by the community.	(1-UT;1-UpGr; 6-BsAdm;1Mus) (5-Mus)	Administration should upgrade the standards. A better selling job to the community is required. Better gearing of course to requirements of employers is crucial.

E. FACILITIES

1. New buildings will not solve all problems.	(1-U.T.)	Need browsing priveleges and better indexing.
2. Library is inadequate especially during essay assignments (single copies).	(1-U.T.)	More multiple copies are required
3. Inadequate library facilities.	(1-UpGr)	Instructors should have more say in the buying of books.

III. PROGRAM PROBLEMS

A. CONTINUITY, CONTENT, PLANNING

1. Poorly planned program.	(5-BsAdm)	Courses should be less repetitive; finance is too deep. There is poor sequence during the year, and from the first to the second year (cycled). There could be a three year program. There should be broader choice of routes (specialization). (Second year does not add anything). Correspondence courses should be replaced by actual instruction. There is a need for an advanced route. Students should take the initiative. More local history, lore and facilities should be used in the development of history and sociology courses. (eg. archives).
2. Upgrading is poor.	(27-UpGr)	
3. More on-the-job training needed	(1-SecSci)	
4. Course too low level.	(1-SecSci)	

III. PROGRAM PROBLEMS (CONTINUED)

B. PROBLEMS IN SPECIFIC PROGRAMS OR COURSES

1. Nursing is disorganized in the first year.	(3-Nur)	Duplication should be removed. There should be more practical experience.
2. English is too compressed in upgrading.	(1-UpGr)	
3. Educational Administration course is poor.	(1-U.T.)	
4. P.E. is irrelevant, trivial,	(1-U.T.)	
5. Office practice is too easy.	(1-SecSci)	
6. Accounting is based on speed not accuracy.	(1-BsAdm)	
7. Replace marketing with office practice.	(1-BsAdm)	
8. Some typing is need in business administration.	(1-B)	
9. Economics is academic, not practical.	(1-BsAdm)	
10. Should be either practical, English or English appreciation.	(1-U.T.)	Practical English and English Appreciation should not be combined
11. Better teaching methods in English are required.	(1-UpGrd)	

IV. STUDENTS' COUNCIL PROBLEMS

A. LOBBY

1. Council should go between the student body and administration.	(1-BsAdm)	

B. ACTIVITES: PLANNING AND STUDENT PARTICIPATION

1. Too many chiefs, not enough Indians.	(1-UpGr)	
2. Gap between the executive of Council and student body.	(1-U.T.)	
3. Student apathy or disinterest makes council's work difficult.	(1-U.T.)	Better communication, less high school environment, more general assemblies are required.
	(2-U.T.)	Council should maintain a permanent coffee house.
	(1-Nur)	More individual, small group activities are needed.
	(1-BsAdm)	Council should consider age, finances, outside interests of students in planning activities.
	(1-U.T.)	Tickets should be sold for activities when a boy is with his girlfriend.
	(1-BsAdm)	Council should note that half of the student body is older than 21 years.
	(1-U.T.)	Require first year students in Council.

IV. STUDENTS' COUNCIL (CONTINUED):

B. 3. Student apathy (Con't):	(4-U.T.) (5-BsAdm) (1-SecSci) (1-UpGrd)	Let the physical education department run sports; arts association run dances; sciences run festivals, etc. Involve both first and second year students in council. Better communication is needed. Council should develop a philosophy -facilitate communication -continuity -construction Intra-scholastic competition are superior to intra-mural competition in developing college spirit. Better communication might be facilitated by publishing of class lists and prudent use of intercom. Student council should permit tough policies by itself as well as by college administration. These could be changed only by student involvement. Council and administration might adopt and adapt some of the morale building techniques used in high school.
4. Student council is irresponsible.	(1-BsAdm)	Council should conduct its affairs as a business and use parliamentary procedures at meetings. There should be fines for breaches of procedures.
5. There is a need for better leadership by Council.	(1-SecSci)	This is hard to achieve among students who are at college for only one year.
D. FINANCIAL MANAGEMENT		
1. Compulsory student fee levy.	(27-UpGrd)	Manpower students need either more representation on council, or the option to not pay fees.

Table 14

Problems Identified In
LETHBRIDGE

I. SITUATIONAL PROBLEMS

A. MANPOWER

1. Manpower students regarded as welfare cases.	(4-Coll.Prep)	The Department of Manpower should conduct more public relations as on the television show in the fall of 1970.
2. Manpower students need more consistent support.	(4-Coll.Prep)	Continuous four semester support should be available.
3. Uncertainty exists regarding support.	(4-Coll.Prep)	The Department should adopt and publish consistent criteria based on who, how, how long, how much.

B. OTHER

1. The community does not include students in its activities.	(18-Rec, Cons, P.E.)	The community should advertise more in the college.
2. Parking is crowded.	(40-Nurs)	
3. City bus service is poor.	(18-Rec,Cons, P.E.)	City should publish better schedules.
	(1-SecSci)	Administration should try to influence
	(7-Draft)	the city.
	(25-Bus, Out-Door Rec)	The city should run buses every one-half
	(24-Cooking)	hour.
4. Housing shortages.	(18-Rec,Cons, P.E.)	Administration and students' council should promote better relations and
	(7-Draft)	should approach the rentors' association.
	(40-Nurs)	
	(4-Coll.Prep)	The college should build versatile
	(18-Ag.)	residences.
	(25-Bus, Out-Door Rec)	There should be an inspection of rooms for rent.
5. Health services are poor.	(25-Radio; Journal)	
6. Access road to college is very poor.	(24-cook)	
7. Student assistance.	(18-Rec, Cons, P.E.)	Federal government should contribute because there are many out-of-province students.
8. Few loans available to married students.	(24-Cook)	There even could be grants if students show motivation.
9. Poor handling of student assistance.	(40-Nurs)	Local college administration should be involved in processing applications.

II. ORGANIZATIONAL PROBLEMS

B. POLICY AND INTERNAL RELATIONS

1. Students do not know the administrators.	(18-Rec, Cons, P.E.)	
2. Administration treats students like high school students.	(25-Bus, Outdoor Rec)	Students should be given more responsibility. Attendance policy should not count attendance as part of the grade because it does not reflect what one will do on the job.
3. Lack of student involvement in planning.	(25-Bus, Outdoor Rec)	
4. Transferability.	(18-Rec, Cons, P.E.) (25-Radio, Journal) (7-Draft)	Administration should be concerned with transferability to N.A.I.T. and S.A.I.T.
5. Restrictive entrance policies.	(25-Radio, Journal)	
6. Attendance policy should permit optional attendance.	(25-Radio, Journal)	

C. COUNSELLING

1. Counselling services cannot provide good information.	(18-Rec,Cons, P.E.) (4-Coll.Prep)	Counsellors should research transferability, vocational and occupational matters. There should be more information on job opportunities and requirements.

D. PLANNING AND PUBLIC RELATIONS IN THE COMMUNITY

1. Little recognition of diplomas by the community.	(18-Rec, Cons, P.E.) (18-Ag) (40-Nurs)	Administrators should engage in intensive public relations regarding qualifications represented by diplomas and to gear courses more to the demands of potential employers. More on-the-job training is needed. Job placement agencies should be run by the college.
2. Community can provide jobs for only very few graduates.	(7-Draft)	More summer jobs should be scouted. Better public relations are needed (as above) as at N.A.I.T. and S.A.I.T.

III. PROGRAM pROBLEMS

A. CONTINUITY, CONTENT, AND PROGRAM PLANNING

1. Lack of choice of courses within programs.	(25-Bus, Outdoor Rec) (40-Nurs) (25-Radio, Journal) (18-Ag) (7-Draft) (4-Coll.Prep)	
2. Programs are not individualized.	(18-Rec, Cons, P.E.)	Some routes or specialties could be three or more years.

B. PROBLEMS IN SPECIFIC PROGRAMS OR COURSES

1. Six week cooking course is too short.	(24-Cook)	Program should be extended to two or three years.
2. More hours of drafting needed.	(7-Draft)	Extra drafting could replace less relevant courses in the program such as machine shop.
3. Manpower program is too concentrated.	(4-Coll.Prep)	
4. Teaching is unimaginative.	(25-Radio, Journal) (7-Draft)	

IV. STUDENTS' COUNCIL pROBLEMS

B. STUDENT PARTICIPATION, PLANNING ACTIVITIES

1. Lack of participation.	(40-Nurs) (18-Ag) (18-Rec, Cons, P.E.) (1-SecSci)	Council and administration should promote interscholastic activities. Decentralize student government in activities with council acting as coordinator. Morale, assemblies and rallies should be promoted. Late fall elections would involve more first year students. The minutes of students' council meetings should be published and disseminated efficiently.
2. Lack of group identification with the college.	(25-Rec, Cons, P.E.)	Council might try a "buddy-system" whereby second year students help get first year students oriented and involved.
3. Poor planning of activities.	(4-Coll.Prep)	Council should encourage and support interest clubs.

IV. STUDENTS' COUNCIL (CONTINUED):

B. STUDENT PARTICIPATION (Continued):		
4. Poor council-to-student communications.	(25-Radio, Journal) (4-Coll.Prep)	Council should publish a handbook.
5. There is little promotion of both intramural and inter-scholastic sports.	(18-Ag)	
6. Poor decision making in student government.	(18-Ag)	Council does not gather all relevant data required for good decision making.
7. No after-hours activities planned.	(24-Cook)	
8. No role for council is clearly defined.	(24-Cook)	
9. Timing of activities is poor.	(7-Draft)	
D. FINANCIAL MANAGEMENT		
1. Lack of planning	(4-CollPrep)	The budget should account for special groups--for example, older students--as well as for special activities such as interest clubs or societies
2. Fees are not used in the ways advertised	(7-Draft)	

Table 15

Problems Identified In
MOUNT ROYAL

I. SITUATIONAL PROBLEMS		
A. MANPOWER		
1. Students must "aspire" to certain types of programs to be eligible for support.	(4-Mixed)	Consistent, rational criteria should be developed on these bases: - background, means test - motivation of student - aptitude, ability tests - follow up - intensive counselling
2. Inequitable criteria for selecting students to be supported.	(8-Kelly)	Critieria should be publicized or be available on request.
B. OTHER		
1. Student-community relations are poor.	(2-UpGrd) (5-U.T.) (1-BrdCast) (1-BsAdm) (1-SocSer)	
2. Shortage of locker space, parking space.	(13-U.T.)	
3. New campus will solve few problems.	(6-Mixed)	
4. Residence administration	(10-Mixed)	Administration and students should work out a set of modern rules and regulations; present set is archaic. Out-of-town students should be given priority.
5. Orientation of students: -they feel second class to university. -they come only for social life. -college is a place for drop outs. -inter-program anamosity. -college is only a stepping stone to elsewhere.	(8-U.T.) (3-Mixed) (1-Ag) (2-UpGrd)	Diversity of motives, ages, interests should be cultivated as an asset.
6. Student loans are difficult to obtain.	(2-UpGrd)	
II. ORGANIZATIONAL PROBLEMS		
A. PHILOSOPHY		
1. College emphasizes university and transfer programs more than one- and two-year occupational-vocational programs.	(4-U.T.)	The administration and the system should sort out the priorities or else become exclusively a community college.

II. ORGANIZATIONAL PROBLEMS (CONTINUED):

B. POLICY AND INTERNAL RELATIONS

1. Attendance.	(18-SecSci)	Grades should be based on work only.
2. Student-administrators relations.	(4-U.T.) (1-BsAdm) (1-U.T.) (1-PubAdm) (9-Mixed)	Administration should be known and seen as backing students. Administrators should mix with students, talk at forums. Channels of communication should be improved. Administration should not have black lists of students.
3. Transferability.	(9-Mixed) (2-UpGrd) (3-U.T.) (1-PubAdm) (1-Rec) (1-BsAdm) (1-SecSci) (1-Journal) (24-Police)	Better, detailed information on Mount Royal and other colleges as well as universities is desperately required. Students are misled at registration. Requirements, conditions, etc. should be written so there is some guarantee. Accreditation is arbitrary even among colleges, let alone universities. Transferability arrangements should be as retroactive as possible.
4. School year poorly planned.	(1-Rec)	There should be no breaks. Manpower support is suspended during a break.
5. Registration	(18-SecSci) (8-Kelly) (9-Mixed)	Graduates should be used as advisors during registration. There should be much more time and effort put into orientation, pre-registration guidance and counselling. Orientation programs should be required before registration can be considered as complete.
6. Poor publicity.	(1-PubAdm)	Administration should publicize college widely in Alberta and the rest of Canada. More potential students need to know about the college (See IIE).
7. Staff utilization.	(1-PubAdm)	Staff is not specialized enough, and does not inspire students. Also the staff is underutilized.

II. ORGANIZATIONAL PROBLEMS (CONTINUED):

B. POLICY AND INTERNAL RELATIONS (Continued)

8. American texts and instructors.	(8-Kelly) (1-PubAdm) (4-Mixed)	
9. Tuition	(1-U.T.)	Students believe university students pay more for credit in courses identical to those taken by two-year students.
10. Lack of communication between faculty and counsellors.	(9-Mixed)	
11. Student-faculty relationships are poor and often affected by personalities.	(18-SecSci)	Faculty should encourage rather than resist feedback from students.

C. COUNSELLING

1. Counselling provides inaccurate or incomplete information.	(11-I.A.) (9-Mixed) (8-Kelly) (18-SecSci) (1-IntDes) (1-PubAdm) (1-BusAdm) (1-Brdcast) (1-U.T.)	There should be better information - re student grants and loans -for Indian Affairs students -re program requirements at Mt.R. -re program requirements elsewhere. Counsellors should not compromise students' best interests when certain courses are becoming filled.
2. Counsellors rather than advisors should be used.	(1-BsAdm) (1-Brdcast) (1-U.T.) (9-Mixed)	Advisors can be used to provide information on specific courses as <u>assistance</u> for counsellors. However, they should not replace counsellors when latter are too busy.
3. There is a need for counselling for personal problems as well as registration and vocational guidance.	(9-Mixed)	
4. Counsellors are not presenting realistic picture of the future of students.	(9-Mixed)	Counsellors should present shortcomings and difficulties of a program as well as benefits. Benefits should not be exaggerated to attract more students.
5. Counselling fails to help students assess their own motives.	(18-SecSci)	Students unsure of their goals should receive additional specialized counselling.

D. PLANNING AND PUBLIC RELATIONS

1. Diplomas are not recognized by potential employers.	(3-SecSci) (1-IntDes) (1-PubAdm) (4-Mixed) (9-Mixed) (2-Upgr)	S.A.I.T.'s approach — job placement, advertising — should be adopted. Dire need for more on-the-job training and experience as part of the program. Quality of programs must be improved before they can honestly be sold.

II. ORGANIZATIONAL PROBLEMS (CONTINUED):

E. EDUCATIONAL FACILITIES

1. Library is inadequate.	(1-BsAdm) (1-BrdCast) (1-U.T.)	

III. PROGRAM PROBLEMS

A. CONTINUITY, CONTENT, AND PROGRAM PLANNING

1. Quality of programs is too low.	(10-U.T.) (2-UpGrd) (1-BsAdm) (1-BrdCast)	Courses are geared to middle ability in the class. Courses should provide for more individualization; e.g. tutorials. More field work would improve course quality. Teaching should be more imaginative than mainly lecture, little discussion, few field trips and other similar experiences. Higher quality would facilitate "selling" value of programs to (1) potential employers, (2) universities to which students desire to transfer.
2. Lack of choice and flexibility.	(4-Mixed) (11-I.A.)	There should be fewer compulsory courses and more choice. Those courses which are compulsory should be most relevant to the program and the job. Courses in one- and two-year programs should be made less academic and more practical.

B. PROBLEMS IN SPECIFIC PROGRAMS OR COURSES

1. Secretarial program was not restructured when it was shortened.	(18-SecSci)	
2. Journalism is too shallow.	(3-Journal)	Program should include on-the-job experience and a photography course.
3. Child care content is trivial.	(1-ChCare)	
4. Chemistry text is poor.	(1-U.T.)	

IV. STUDENTS' COUNCIL PROBLEMS

A. LOBBY

1. Students' council does not back student body on important issues.	(1-Ag) (9-Mixed) (5-U.T.) (1-BsAdm) (1-Brdcast) (18-SecSci)	Council should identify crucial issues and back student body. Executive should be better qualified and have more autonomy from college administration. Representatives should provide more consistent feedback to council meetings. Union director, representatives, and executives are not all known among students. Publicity and communication programs are needed. Council should actively support college societies on basis of proportionate enrolment rather than absolute enrolment. Societies should be allowed to keep profits from events.

B. ACTIVITIES: PLANNING AND STUDENT PARTICIPATION

1. Lack of communication between council and students.	(18-SecSci) (1-BsAdm) (1-Brdcast) (3-U.T.) (4-Mixed) (1-Rec) (1-PubAdm) (3-Journal)	Multi-media communication; forums, other meetings. Better timing of activities would help.
2. Lack of student interest and involvement.	(1-Rec) (1-BsAdm) (1-PubAdm) (2-U.T.) (3-SocSer) (1-IntDes) (2-UpGr)	Lobby functions would win over students. Council requires better leadership. Research ideas used to motivate students at other institutions. Promote participation being taught in elementrary and secondary schools. Use cooptation. Council might try inter-classroom activities. Council should follow through on all projects initiated.
3. Lack of student identification with the college.	(18-SecSci) (4-U.T.) (1-Pub Adm)	Timing and diversity of activities could be improved. Council and college generally model themselves after high schools.

D. FINANCIAL MANAGEMENT

1. Council mismanages student fees.	(8-Kelly)	

Table 16

Problems Identified In
RED DEER

I. SITUATIONAL PROBLEMS		
A. MANPOWER		
1. Lack of information about how to receive Manpower support.	(1-UpGr) (1-U.T.) (2-Mixed)	Colleges Commission should influence student assistance agencies to publish their policies and criteria.
2. Arbitrary evaluation of students in determining whether to continue support.	(4-UpGrd)	Instructors should be consulted on students' progress and attitudes during student evaluation.
3. Manpower students often seem to be at college only for the money.	(4-UpGrd)	Criteria used to select students should be more rigorous.
B. OTHER		
1. No graduation exercises for nurses.	(5-Nurs)	
2. City is reluctant to room and board students.	(5-Nurs) (5-U.T.)	Rates should be controlled
3. There are too many student cliques.	(5-Nurs) (5-U.T.)	
4. Secretarial students are pressed into typing papers for others.	(3-SecSci)	Colleges should provide typing facilities for students as does the U of A.
5. Lack of student health facilities.	(3-SecSci)	There should be rest rooms with cots for sick students.
6. Community perceives college as an upgrading institution.	(2-U.T.)	
7. Lack of living accommodations.	(4-UpGrd)	There should be college residences which include married students' quarters.
8. Upgrading students are discriminated against by others.	(2-U.T.)	
II. ORGANIZATIONAL PROBLEMS		
A. PHILOSOPHY		
1. College aspiring to become a university.	(7-U.T.) (1-UpGrd)	Staff and administration should be more carefully screened. The administration and the Colleges Commission should carry on Public relations with the city so latter realizes need for community college and infeasibility of a university in Red Deer.

II. ORGANIZATIONAL PROBLEMS (CONTINUED):

B. POLICY AND INTERNAL RELATIONS

1. There are no channels through which students can lobby the administration.	(1-UpGrd) (1-U.T.) (2-Mixed)	
2. Transferability.	(5-Nurs) (1-Upgrd) (3-U.T.) (2-Mixed) (3-SecSci)	There is a great need for transferability or accreditation among non-university institutions as between colleges and universities.
3. Upgrading program is not accredited by the Department of Education.	(4-UpGrd)	
4. Lack of individual assistance by instructors.	(8-UpGrd)	Longer classes in the upgrading program's uncrowded schedule would provide time for individual attention. Private conferences also could be scheduled out-of-class time.

C. COUNSELLING

1. Counselling is not available enough to students.	(4-UpGrd)	Although counsellors' doors are always open; this is not enough. They should be aggressive, well-known to students, constantly mingling with them, and attending student functions.
2. Counsellors provide poor or inadequate information.	(4-U.T.) (3-SocSer)	Students should not be misled but rather told precisely what the employment situation is, and what the transferability situation is. Counsellors lack information on other institutions requirements.
3. Academic programs and courses are favored by counsellors over terminal vocational courses.	(2-U.T.)	

D. PLANNING AND PUBLIC RELATIONS IN THE COMMUNITY

1. Many diploma and certificate graduates fail to get job placements.	(3-SocSer) (3-SecSci)	Administration needs to work more with potential employers in order to (1) promote qualifications of graduates, and (2) gear programs to employers' needs.
2. Programs lack on-the-job training.	(4-UpGrd) (3-SecSci)	

E. EDUCATIONAL FACILITIES

1. Library incomplete and out-of-date.	(3-SecSci) (2-U.T.)	
2. Need more equipment and machine labs.	(2-U.T.)	

III. PROGRAM PROBLEMS

A. CONTINUITY, CONTENT, PLANNING

1. Upgrading courses do not culminate in granting of high school diploma.	(4-UpGrd)	Student council, administration, Colleges Commission should try to influence Department of Education because high school diploma is crucial to students for satisfaction and for findings jobs or getting into other higher educational programs.
2. Inflexibility.	(8-UpGrd) (3-SecSci)	There should be several starting levels and several streams to make programs individualized. Some courses in a regular program should be offered at night in second year so students can work. More choices of courses should be available in programs.
3. Low academic standards.	(2-U.T.) (1-UpGrd)	Programs must be matched to individuals because if too easy, students will drop out; if too difficult, students will drop out for different reasons.
4. Second year content is poor.	(3-SecSci)	Second year duplicates first. There should be more depth and wider scope and more on-the-job experience as part of the program.
5. Lack of experience in faculty.	(3-SocSer)	Inexperience makes planning difficult, and poor planning does not inspire good instruction. Administration should participate in planning to a much greater extent.
6. Vocational programs lack on-the-job training as an integral part.	(3-SocSer) (3-SecSci) (5-Nurs)	

B. PROBLEMS IN SPECIFIC PROGRAMS OR COURSES

1. Adult uprgrading program: - poor scheduling	(8-UpGrd)	Classes could be longer because the day is not full and courses are highly concentrated.
- priorities wrong		Planners should recognize three streams: terminal, high school diploma, matriculation. The main stream should be based on that of the majority of students by their (a) aspirations, (b) achievement. At present the matriculation stream is the "core" but most students are in the other two streams. There should be more lab time for upgrading courses.

III. PROGRAM PROBLEMS (CONTINUED):

B. PROBLEMS IN SPECIFIC PROGRAMS OR COURSES (Continued)

2. Two year nursing program not recognized as well as three year program.	(5-Nurs)	Since actual differences are minimal, more publicity could remove the stigma. Some courses could be planned to emphasize their relevancy to nursing. Team teaching method could be improved.
3. Social Services Courses overlap and are often too theoretically oriented and not practically enough oriented.	(3-SocSer)	More field work with follow-up discussions would help greatly. More field techniques should be learned and practised.

IV. STUDENTS' COUNCIL PROBLEMS

A. LOBBY

1. Students' council does not back study body.	(5-UpGrd) (1-U.T.) (2-Mixed) (3-SecSci)	Council should approach government about changes and about getting better information with respect to student assistance. Council is playing at government and does not seek major, serious issues. They prefer to play procedural games in meetings which hold up action. Council should familiarize itself with students and student needs rather than establish its members as an elicit group.

B. ACTIVITIES: PLANNING AND STUDENT PARTICIPATION

1. Lack of student participation in council planned activities and in council itself.	(5-UpGrd) (3-U.T.)	Council must recognize students' first priority on studying as reasonable rather than view it as apathy. Council should account for diversity of student interests, ages, etc. in planning activities. First year students should be involved in student government. Council is too big for the size of the college; even so, communications between council and student body are poor. Simple, inexpensive activities might be just as or more successful than extravagant affairs.

D. FINANCIAL MANAGEMENT

1. Poor utilization of funds by Students' Council.	(2-U.T.) (1-UpGrd)	A finance board in council should allocate monies to societies, clubs, activities and permit decentralized management.
2. Compulsory fees.	(2-U.T.) (1-UpGrd)	A portion of present fees should be compulsory but remainder optional.

MAJOR PROBLEMS IDENTIFIED IN EACH COLLEGE

There were two criteria for deciding which of the problems identified and presented in the previous section were *major* problems: (1) whether comparatively large numbers of respondents had identified a particular problem; and (2) whether that problem had been mentioned in at least three of the five public colleges. The next five sections employ the first criterion to establish the major problems identified by students in the five colleges.

1. GRANDE PRAIRIE

Situational Problems

1. The criteria used by Manpower for deciding upon which students will be supported and in what manner make it difficult for a student to plan his educational career because they apparently are inconsistent and irrational. (Six respondents.*) *Solution:* Manpower should develop criteria which will account for financial need and the duration of support that is required. These criteria should be publicized or made available to students on request.

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*These numbers indicate how many students identified the problem; however, they do not necessarily indicate how many proposed the solution(s).

2. College students in general experience difficulty in financing their college careers. (Five respondents.) (No solutions were suggested because students seemed to feel that this was inevitable and students must learn to make sacrifices in line with their desire to pursue a college education.)

Organization Problems

1. Potential students are not exposed to sufficient publicity regarding college offerings nor the benefits of a college education. (Two respondents.) *Solution:* The college administration should engage in intensive multi-media advertising both in the province and outside. The Caravan should be seen by more potential students. Counsellors in the college and in high schools should play a greater role in making the college known to potential students.

2. The counselling services at the college do not provide complete and accurate information to college students regarding required and optional courses in programs, regarding possibilities and requirements for transfer to other institutions, and regarding job possibilities for graduates. (Four Respondents.) *Solution:* Counsellors must research the details of programs at their own college, the requirements and availability of potential employers and the requirements and other details of various transfer institutions. Instructors might act as consultants for counsellors because the former are more conversant with the detailed requirements and options in their respective programs.

3. There seem to be very few job possibilities for graduates of one- and two-year programs. (Seven respondents.) *Solution:* The administration should be engaged more intensively in public relations work in the community in order to plan programs according to employers' needs, to inform potential employers of the value of graduates, and to increase the number of opportunities for on-the-job training of students. The college should operate a job-placement service for graduates. This would be facilitated by the public relations endeavors mentioned above.

Program Problems

1. Poor planning for some programs resulted in second year courses failing to add much content or benefit to first year courses. Also, some programs have too few options or specialized routes. (Eight respondents.) *Solution:* There should be much more on-the-job training in the second year, and programs should provide more course options--particularly in the second year. Perhaps several routes could be established based on several sets of options. For example, Business Administration students would be able to specialize in Finance, Personnel Management, or General Office Management. However, *alternative routes still must be planned on the basis of potential employers' needs and other factors such as clients' wishes.*

Students' Council Problems

1. There is poor communication between the Council and the student body. (Three respondents.) *Solution:* The Council should

publish the minutes of Council meetings. There should be more general meetings and more advertising of student activities--at least more *successful* advertising of activities.

2. There is low participation by students in Council activities. (Eleven respondents). *Solution:* The Council should consider age, timetable, financial situation, and place of residence in the planning of activities. The administration should support certain extra-curricular activities financially. The Council should broaden the scope and hence the participation in activities. During election week, for example, Council must provide funds for orientation week activities. One interesting solution proposed was that special speakers or special academic activities be capitalized upon. Often there is an unusually large turnout at special occasions. Whenever this occurs, the Council should take advantage of the captive audience and follow up during the same day with dances or other student activities. The Council should develop a clear philosophy and set of aims. Another particularly interesting proposal was as follows: There should be compulsory encounter groups in regularly scheduled class time. Every student, counsellor, instructor as well as most of the administrators would be members of groups which would be heterogeneously structured, and which would have no counsellor, instructor, or administrator as leader. Enough leaders would be professionally trained during a special encounter group during orientation week or during the summer. The main advantage of having encounter groups during the year is that everyone would become more sensitive to the

needs and problems of various groups--Council, faculty, administration, and various departments.

3. There is poor continuity on Council from year to year. (Three respondents.) *Solution:* Council executives should be elected in the spring from next year's second-year students; the balance of Council members would be elected in the fall from new first-year students.

2. MEDICINE HAT

Situational Problems

1. The duration of Manpower support is too short, is not continuous, and does not provide for sick leave, (Twenty-seven respondents.) Manpower support should be continuous from the beginning of the first semester of a program until the end of the final semester of the program. Manpower should not cease to support a promising student after one or two semesters when he is enrolled in a program which lasts three or four semesters.

2. The city does not fully accept college students. Students tend to be mistrusted or considered as high school students. (Three respondents.) *Solution:* The college administration and Students' Council should become involved in public relations activities in the city. Cooperation with the media is needed. There should be forums and community services programs involving citizens. Students, in turn, should become more involved in community activities within the city.

Organizational Problems *(Philosophy)*

1. There is little distinction between transfer courses and terminal courses. (Five respondents.) *Solution:* Respondents implied that terminal courses should emphasize preparation for employment, whereas transfer courses would likely be more academically oriented.

2. The college is too academically oriented. (Five respondents.)

3. There is a lack of continuity in the faculty from year to year. This adversely affects program continuity. (Six respondents.) *Solution:* Instructors should be better paid, and better screened so that there will be less turnover. Faculty members should have better contracts and less fear of reprisals. Finally, faculty members should have more voice in policy formulation in the college.

4. The college seems to exist for the benefit of the faculty and administrators. (Five respondents.)

Organizational Problems *(Administrator-Student Relations)*

1. Students have great difficulty in achieving satisfactory transfer to other post-secondary educational institutions. (Twenty respondents.) *Solution:* Counsellors should have access to better information on the offerings and the requirements in other institutions. There should be more research time available for counsellors, and it should be compulsory for all students to see counsellors.

2. Counselling misleads students concerning job availability and possibilities for transfer. (Eleven respondents.) *Solution:* No

solutions were proposed; however, it was inferred by the researcher that students believe that counsellors should not paint so rosy a picture when in fact jobs are scarce and transfer is difficult. If the truth means that fewer students will enroll, then the college should solve the problem by finding jobs, planning programs to fit the requirements of the community, and negotiating for easier transfer.

Organizational Problems *(Planning and Public Relations in the Community)*

1. The two-year diploma is not recognized by potential employers nor by the community generally. (Thirteen respondents.) *Solution:* Again, the college must plan courses and programs according to the needs of the community; it should inform the community of the value of its programs through public relations endeavors.

Program Problems

1. There is poor sequence from the first year to the second year in many programs. (Five respondents.) *Solution:* Second year courses should be more advanced and should include options for specialization.

2. The upgrading program mainly comprises correspondence courses and is very difficult for students who have been out of school for years. (Twenty-seven respondents.) *Solution:* All courses should have regular instructors. Much more individual assistance should be available. There should be several routes to account for the variations in the prior levels of attainment of students entering the program.

Students' Council Problems

1. The lack of student participation and the apparent lack of interest in Council affairs and activities seriously hampers the Council's fulfillment of any useful role. (Nineteen respondents.) *Solution:* The Council should (1) improve communications by publishing class lists, by using the intercom system--prudently, and by having more general assemblies; (2) maintain a permanent coffee house; (3) consider age, finances, and outside interests of students in planning activities; (4) sell tickets to activities when a boy is sitting with his girl friend and would be embarrassed by not buying; (5) require first year students on Council; (6) decentralize student administration of certain clubs and activities; (7) foster interscholastic activities; and (8) adopt very tough policies, allow the administration to do the same, and then inform students that these policies will stand until students participate actively in having them changed.

3. LETHBRIDGE

Situational Problems

1. Uncertainty exists among students regarding details of Manpower support. (Four respondents.) *Solution:* The Department of Manpower should adopt and publish consistent criteria for deciding who is supported to what extent for how long and for what reasons.

2. Substantial numbers of students mentioned a wide spectrum of

mundane problems only peripherally related to their college education. Nevertheless, lack of parking space, poor bus service, housing shortages, lack of adequate health services on campus, the poor condition of the access road, and the shortage of various types of students' assistance may all be classified as situational problems encountered by students. Indeed a preponderance of such problems can significantly affect a student's college career. Among the most interesting *solutions* were the following: more Federal Government participation in student assistance because of the number of out-of-province students; compulsory inspection of room and board, and light housekeeping facilities; involvement of the local college in processing students' assistance applications; and, using student motivation as one criterion for deciding whether to extend student assistance over a longer period.

Organizational Problems *(Administrative Policy, and Student Participation in Policy Development)*

1. The administration treats the students like high school students. (Twenty-five respondents.) *Solutions:* The administrators should make themselves better known to students. Attendance policies should be freer: attendance should be optional and *not* count as part of grades because it likely does not reflect future attendance on the job.

2. Transferability is impossible to arrange in most instances. (Fifty respondents.) *Solutions:* The administration should be concerned with transferability to N.A.I.T. and S.A.I.T. Counsellors should research transfer requirements and possibilities.

Organizational Problems *(Counselling)*

The counselling service fails to provide sufficient and accurate information on job requirements, program requirements, and employment possibilities. (Twenty-two respondents.) *Solution:* Counsellors should be given more research time, and the counselling program should be able to provide more information on job opportunities and requirements through liaison with the community.

Organizational Problems *(Planning and Public Relations)*

There is little recognition of college diplomas within the community, which at present seems to be able to provide only few jobs for college graduates. (Eighty-three respondents.) *Solution:* The administration should engage in intensive public relations in the community in order to make potential employers aware of the value of diplomas held by community college graduates, and to learn more of the job requirements of potential employers in order that the programs can be planned more meaningfully. There should be more on-the-job training. A job-placement agency should be operated by the college as at S.A.I.T. and N.A.I.T.

Program Problems

1. There is a lack of choice of courses within programs. (One hundred nineteen respondents.)

2. Limited courses options restrict possibilities for specialization in several routes within the same program. (Eighteen respondents.)

Students' Council Problems

The lack of student participation in Council activities seriously hinders the operation of the Council. (One hundred thirty-seven respondents.) *Most notable solutions:* The Council should (1) promote interscholastic activities; (2) decentralize student government to clubs and societies with the Council acting merely as coordinator; (3) promote morale by sponsoring assemblies, and rallies; (4) institute late fall elections in order that more first year students can be involved; (5) publish a handbook of policies, activities, dates, etc.; and (6) try a "buddy-system" whereby second year students would assist freshmen to become oriented and involved.

4. MOUNT ROYAL

Situational Problems

1. The Department of Manpower uses inequitable criteria for selecting students to be supported. (Ten respondents.) *Solution:* Consistent, rational criteria should be developed which will account for students' backgrounds (means tests, if necessary), motivations, aptitudes, and abilities, and which provide for followup of student progress at the college. These criteria should be published.

2. The residences are administered much too severely for the satisfaction of residence students. (Ten respondents.) *Solution:* The administration, in consultation with students, should work out a set of policies and regulations concerning student behavior, etc.

(Note that there is too low priority placed on out-of-town students; many Calgary students are reported to be living in the residences.)

3. The motivation of students at the college seems to be lower than in other institutions. (Fourteen respondents.) *Comments:* Students feel second class as compared to university students; many seem to come only for the social life; many perceive themselves as being in a place for high school dropouts; many students perceive the college only as a stepping stone to some other institution. All of this contributes to low motivation, low morale and lack of identification of students with the college and one another. *(No solutions were suggested except that the diversity of student interests, backgrounds, ages, etc. should be cultivated as an asset rather than as a problem. How this might be accomplished was not indicated.)*

4. Student-community relations are poor. (Ten respondents.)

Organizational Problems *(Philosophy)*

The college seems to emphasize university and transfer programs much more than it does one- and two-year programs. (Four respondents.) *Solution:* The administrators, The Board of Governors, the Colleges Commission, and the faculty should closely reexamine their philosophy and decide whether or not the college is emulating that philosophy.

Organizational Problems *(Policy and Internal Relations)*

1. Relations between students and administrators are poor or nonexistent. (Sixteen respondents.) *Solutions:* Administrators should become better known to students; administrators should mix

informally with students and talk at forums. Alleged blacklists should be abolished.

2. Transfer to Canadian colleges and universities--particularly in Alberta--is difficult or impossible. (Forty-three respondents.) *Solutions:* More complete information on Mount Royal and on other colleges and universities should be made available to students *before* they commit themselves to a particular program: students are often misled when they register regarding transfer. Requirements, conditions and so on should be included in some type of written guarantee. Accreditation among colleges is arbitrary, and will have to be improved before there is much hope for improving transfer arrangements with universities.

Organizational Problems *(Counselling)*

1. Counselling provides inaccurate or incomplete information concerning student grants, program requirements locally, and program requirements at other educational institutions. (fifty-one respondents.) *Solutions:* Counsellors should research their information more carefully. The counselling services should not disregard students' wishes and other assessments of students' needs when particular courses or programs are "full" and others undersubscribed.

2. There is a need for counselling for personal problems as well as for vocational guidance. (Nine respondents.) *No solutions were proposed except by Kelly 21, a student self-help group which is discussed separately in a later chapter under* "special interest groups."

3. The registration procedures are hopelessly confusing and not at all helpful to students who require intensive counselling and guidance as well as just admission. (Thirty-five respondents.) *Solutions:* There should be very much more time and effort put into a very personalized kind of registration. Orientation should be a condition of registration for all students. Graduates might be used as consultants during registration and orientation because they know things about programs which instructors or counsellors do not. However, graduate consultants or faculty advisors should *complement* not *replace* or *substitute for* counsellors.

Organizational Problems *(Planning and Public Relations)*

Diplomas are not recognized by most potential employers. (Twenty-four respondents.) *Solutions:* The approach used by S.A.I.T. for job placements for students should be adopted. There is a dire need for more on-the-job training; this would also serve to acquaint potential employers with the qualifications of graduates and with the existence of the college. It would also serve to acquaint the college with the needs of employers in the community.

Program Problems

1. The quality of many programs is very low. (Fourteen respondents.) *Solutions:* Courses should be individualized rather than suited for the middle ability group. Each student would be permitted to begin at the point for which he was prepared. The lowest qualified students would

have a more compressed program, and students starting at higher levels would not be held back or given a watered down version of the program. Higher quality of programs would ultimately produce better graduates, and this in turn is one of the most important prerequisites to "selling" diplomas to potential employers.

2. A lack of flexibility exists in many programs. (Fifteen respondents.) *Solution:* There should be fewer compulsory courses and more options; and those which are compulsory should be most central to the program in question.

Students' Council Problems *(Lobby)*

The Students' Council does not back the student body on important issues. (Thirty-five respondents.) *Solution:* Council should identify crucial issues and back the student body by sending better qualified lobbyists to the administration or other groups. The Council should be organized so that most subgroups are represented and can continually provide feedback to the Council regarding which issues are most crucial among students. The executive, union director, and representatives are currently not well known among students and are perceived as existing mainly to safeguard funds from being appropriated by clubs and societies who could (it is believed) likely do a better job than the council does with respect to activities.

5. RED DEER

Situational Problems

1. There is a lack of information among students pertaining to how students can receive support from Canada Manpower. (Four respondents.) *Solution:* The Alberta Colleges Commission should influence all agencies who provide student assistance to publish and defend their criteria for selection of students and for determination of the type of assistance students will receive. Instructors should be consulted when student assistance agencies are trying to determine whether support should be initiated or continued.

2. There is a shortage of living accommodations partly because the city is unwilling to take in college students, partly because there are very limited residential facilities on campus, and partly because rents and room-board rates charged in the city are excessively high.) (Fourteen respondents.) *Solutions:* Rates should be controlled by the city; (the administration should bring pressure to bear upon the city to control rates and to inspect premises.) There should be college residences which include married students' quarters.

Organizational Problems *(Philosophy)*

The college is aspiring to become a university. (Eight respondents.) *It seemed very obvious to these students that not only did some faculty and some administrators want the college to become a university, but also the city generally believes that the college should become Alberta's fifth university. Some of the eight res-*

pondents felt very patronized and very much victims of a sham when faculty and administration on the one hand talked of the community college philosophy, and then failed on the other hand to hide their aspirations regarding a university in Red Deer. Solutions: Staff and administrators should be carefully screened. One student recognized the need for administrators and instructors who are committed to the community college concept and the Colleges Commission to carry on a public relations campaign by which the rest of the administration and the faculty, and the community would be educated about the meaning of and the need for a community college in Red Deer, and about the fact that a university is not feasible for this region.

Organizational Problems *(policy)*

1. There are no channels through which students can lobby the administration. (Four respondents.)

2. Transfer is a problems for both university students and students in one- and two-year programs. (Fourteen respondents.) *Solution:* If transferability agreements are to be achieved with universities, it seems logical that universities might insist that colleges should *first* establish transfer between themselves and technological and agricultural institutes, and among themselves.

3. The upgrading program is not accredited by the Department of Education. (Four respondents.) *No solution; however, this was mentioned in the context of transfer among various high school diploma granting institutions.*

Organizational Problems *(Counselling)*

1. Counselling is not sufficiently available to students, or perhaps students do not avail themselves of the services provided. (Four respondents.) *Solutions:* Although counsellors' doors are always open, this is not good enough--particularly for students who are shy. The counsellors should be out among students daily. Counsellors should be more aggressive in their endeavors to assist students.

2. Counsellors provide poor information to students regarding job opportunities associated with various programs, and regarding requirements and possibilities for transfer. (Seven respondents.) *Solution:* Students should not be misled during registration, but rather told precisely what the possibilities and requirements for transfer are. Often misinformation is due to ignorance rather than intent; therefore, counsellors should be given more time and incentive to research these matters more carefully.

Organizational Problems *(Planning and Public Relations)*

Many diploma and certificate holders from the college fail to get jobs. (Six respondents.) *Solution:* The college administration needs to work more with potential employers in order to (]) promote the qualifications of graduates, and (2) gear programs more closely to employers' needs. One way of doing this is to organize more comprehensive on-the-job training experiences.

Program Problems

1. Many programs are too inflexible. (Nineteen respondents.) *Solutions:* There should be several routes--multiple entry points, and several sets of optional courses in order that programs may be more individualized. Some regular courses in various programs should be offered at night so that certificate holders (one-year graduates) can qualify for a diploma while holding down full-time jobs. Holding such jobs would substitute for the normal on-the-job training requirements.

2. The quality of many programs is too low. (Three respondents.) *Solutions:* Again--there should be several streams in programs. If programs are too easy, students will drop out due to lack of motivation. If standards are raised without compensatory measures taken, then students will drop out because of frustration.

3. Second year course content duplicates that of the first year, or fails to add a significant increment to the content of the first year. (Three respondents.) *Solution:* If content is covered completely in the first year, then the alternative to mere duplication is either dropping the second year, or covering the same content in a second year in much greater depth and detail.

4. The emphasis is wrong in the Adult Upgrading Program because it is geared mainly to high school matriculants. (Eight respondents.) *Solution:* The program planners should realize that there actually are three streams in such a program: high school diploma, matriculation, and terminal. The *major* should be determined according to the

aspirations and the level of achievement of the majority of students in the program. For example, if most of the students aspire to earn a diploma, and most of them manage in fact to earn a diploma, then obviously the main route through the program should be for these students. Minor streams can be maintained for the few who aspire to matriculation or to some terminal program such as a grade eleven equivalent. At present in Red Deer, students in the upgrading program indicated that whereas the majority of students are aspiring for and achieving terminal or diploma qualifications, the main stream of the program is matriculation.

5. The two-year nursing program is not as well received by the public and by employers as is the more common three-year R.N. program. (Five respondents.) *Solution:* The public should be educated to the fact that there are only minimal differences between the two-year and the three-year programs: a good public relations program would include measures to remove the stigma attached to the two-year program.

Students' Council Problems

1. The Students' Council fails to fulfill a lobby function on behalf of the students at large. (Eleven respondents.) *Solution:* Council should attack issues of vital concern to students such as government's changed policy regarding student assistance and student loans. The Council is playing political and procedural games at its meetings rather than familiarizing itself with students and their problems. The Council also seems concerned with establishing its members as a ruling elite within the college.

2. The lack of student participation in Council planned activities severely limits the Council's effectiveness. (Eight respondents.) *Solutions:* The Council might recognize that students' first priority being on studying is to be expected and does not mean that students are apathetic. The Council should try to account for the diversity of student interest, ages, and so on in planning activities. First-year students should be involved in activities and should be on Council. The Council is too large for the size of the campus and gets entangled in its own problems. Simple, inexpensive and well-planned activities might be just as successful as very extravagant affairs which often fail simply because of difficult problems in logistics.

MAJOR PROBLEMS IDENTIFIED IN THE SYSTEM

The preceeding section has attempted to identify the *major* problems which students indicated as extant in each of the five colleges. The problems and some of the most interesting solutions proposed by students were presented in some detail.

The next section delineates those *major* problems which were identified by students in three or more colleges in the system. Since the problems common to three or more colleges have already been discussed in detail, the following presentation is in summary form--Table 17.

Table 17

Major Problems Identified in the System

Major Problems	Colleges In Which the Problem was Identified	Respondents Identifying the Problem No.	%	Notable Solutions
I.A* Inequitable criteria are used by Manpower for determining who gets how much support for what reasons for how long.	Grande Prairie	6	19	Criteria should account for need, age, marital status, level and duration of support, student motivation. Criteria should be published and readily available.
	Medicine Hat	27	50	
	Lethbridge	4	3	
	Mount Royal	10	9	
	Red Deer	4	13	
	System Totals	51	13	
I.B The city in which the college is located does not accept college students: the people treat them like high school students, raise rents or are reluctant to rent rooms, etc.	Medicine Hat	3	6	There should be more community services programs which involve both students and citizens. There should be compulsory inspections of rental, and room and board accommodations.
	Lethbridge	75	47	
	Mount Royal	10	9	
	Red Deer	14	47	
	System Totals	102	29	
II.A The college is emphasizing university transfer programs more than one- and two-year programs, or else is aspiring to become a university.	(Grande Prairie)	(1)		Administrators, faculty and also the citizens of the college city should understand the philosophy of and the need for a community college. The administration should put higher priority on occupational programs; and this means more public relations work in the community to achieve courses geared to employers' needs, acceptance of graduates by employers, and on-the-job training opportunities.
	Medicine Hat	6	11	
	Mount Royal	4	4	
	Red Deer	8	27	
	System Totals	18	9	
II.B Student-Administrator relations are poor: Students treated as high school students; administrators are not well-known or visible to students.	Medicine Hat	14	26	Students should have a greater voice in policy making, not just token membership on committees. Administrators should mix with students, be visible, and attend social functions. Students' Council should find and use communication channels between students and the administration and represent students on important issues.
	Lethbridge	25	16	
	Mount Royal	16	15	
	Red Deer	8	27	
	System Totals	63	18	
II.B Student-Faculty relations too impersonal, or else like and dislikes influence student evaluation. Some faculty fail to provide needed individual attention. There is some closedness of the faculty to feedback from students.	(Grande Prairie)	(1)		Faculty should be more informal and receptive to feedback from students concerning content and handling of courses. Faculty members should sometimes take the initiative in establishing good relations. Faculty should make in-class and out-of-class time available for providing extra assistance to students who request it.
	Medicine Hat	15	28	
	Mount Royal	18	17	
	Red Deer	8	27	
	System Totals	41	21	

*These descriptions are according to the classification system (p. 35).

Table 17

Major Problems Identified in the System (Continued):

Major Problems	Colleges in Which the Problem Was Identified	Respondents Identifying the Problem No.	%	Notable Solutions
II.B Transferability to other educational institutions with credit for completed work is difficult to achieve.	Grande Prairie*	4	13	Counsellors must successfully research all the detailed requirements of other educational institutions so that they can provide accurate information to students. Counsellors should never be more optimistic than is realistic. Transferability arrangements among colleges and to Institutes of Technology and Agricultural Colleges must be ironed out before it can be reasonable to expect that the universities will negotiate better transferability agreements.
	Medicine Hat	20	40	
	Lethbridge	50	32	
	Mount Royal	43	40	
	Red Deer	14	47	
	System Totals	131	34	
II.C 1. Counsellors do not have complete and accurate information regarding job availability andprogram requirements in their own colleges.	Grande Prairie	4	13	Counsellors should thoroughly research information on student loans and grants, information on Indian Affairs students, program requirements and other details in their own colleges.
	Medicine Hat	20	37	
	Lethbridge	22	14	
	Mount Royal	48	45	
	System Totals	94	27	
2. Counsellors mislead students as to what the latter should expect in their programs and in their efforts to find jobs upon graduation.	Medicine Hat	5	9	Counsellors should present a realistic description of what students can expect upon graduation; shortcomings of the programs should not be hidden. Counsellors should be careful not to steer students into undersubscribed programs unless this is where the student would have gone regardless.
	Mount Royal	9	8	
	Red Deer	7	23	
	System Totals	21	11	
II.D Graduates' diplomas and certificates are not recognized by potential employers in the community or the region.	Grande Prairie	7	22	Colleges should engage in intensive public relations programs in their respective communities in order to demonstrate to employers the qualifications possessed by graduates, and in order to find out more about what training employers require so that programs could be improved, and consequently the qualifications of graduates can be improved. More on-the-job training would serve also to inform employers better of the nature of college programs; further, on-the-job training would improve students' qualifications. Finally, job placement agencies operated by the colleges would improve relations and help colleges keep attuned to the needs of employers.
	Medicine Hat	13	24	
	Lethbridge	76	48	
	Mount Royal	20	19	
	Red Deer	6	20	
	System Totals	122	32	

*There is some overlap between "transferability," II.B and "counselling," II.C.

Table 17

Major Problems Identified in the System (Continued):

Major Problems	Colleges in Which the Problem Was Identified	Respondents Identifying the Problem No.	%	Notable Solutions
II.E Library facilities are insufficient.	Grande Prairie	2	6	
	Medicine Hat	2	4	
	Mount Royal	3	3	
	Red Deer	5	17	
	System Totals	12	5	
III.A 1. There are too few optional courses in some programs.	Grande Prairie	4	13	There should be multiple routes for various specializations within programs. There should be various starting points to account for individual differences. The time required for completion of programs should be flexible. There could be several specialties within some programs. Some second year courses in regular programs should be offered at night so one-year graduates can complete a two-year program while holding jobs.
	Medicine Hat	6	11	
	Lethbridge	137	87	
	Mount Royal	15	14	
	Red Deer	11	34	
	System Totals	173	45	
2. The second year of a two-year program often fails to add significantly to the content and educational value of the first year.	Grande Prairie	4	13	Programs should be planned with more internal consistency. Second year should include more on-the-job training and experience. If first year topics are covered again in the second year, it should be with more depth and in a practical as well as theoretical context.
	Medicine Hat	5	9	
	Red Deer	3	10	
	System Total	12	10	
IV.A Students' Council fails to fulfill a successful lobby function on behalf of the general student body.	Mount Royal	35	33	Council should determine what the major concerns of students are and back the students rather than give first priorities to social activities and the playing of political and procedural games in Council chambers.
	(Medicine Hat)	(1)		
	(Grande Prairie)	(1)		
	Red Deer	11	37	
	System Totals	46	34	
IV.B There is a serious lack of student participation in Council planned or Council initiated activities; this is due in part to poor Council-student communications, and poor planning and leadership in the implementation of plans.	Grande Prairie	11	34	Council should consider the age, financial situation, timetables, diverse interests, place or residence, etc. of students in planning activities. Better timing and more careful planning of election procedures and election would help involve more students (and more first year students) in Council. Council should make themselves better known to students, and should attempt several solutions to improving student-Council communications: --publish Council meeting minutes and student handbooks; --maintain a permanent coffee house; --capitalize on other types of activities which bring students together; --carefully plan orientation week activities; --use cooptation; and many others.
	Medicine Hat	19	35	
	Lethbridge	137	87	
	Mount Royal	11	10	
	Red Deer	8	27	
	System Totals	186	49	

CHAPTER 4

MEETING WITH PRESIDENTS OF COLLEGE STUDENTS' COUNCILS

The purposes of the meeting between the staff of the Alberta Colleges Commission and the president or vice-president of the Students' Council at each of the five Public Colleges in the Province were outlined on pages 6 and 7, above. As far as the primary reason for conducting this study is concerned, the meeting with student presidents was most useful for surveying a somewhat different viewpoint, although still a student one, of problems confronting students in community colleges in Alberta.

Student presidents were requested to discuss with their councils any problems which members of councils believed existed. The presidents supplemented this information with their own perceptions and were thus prepared to meet with the Commission staff in order to talk about student problems.

The following student-problems, topics, and questions were raised and discussed. The order given below does not reflect relative importance, but rather the chronological sequence in the meeting.

1. Student presidents were strongly opposed to the non-Canadian influence of faculty members and administrators in Public Colleges.

2. Whether programs adequately account for the performance requirements of employers for graduates of two-year programs was

severely questioned. One president submitted that there ought to be several levels or routes in some diploma programs to account for individual differences in ability and in personal objectives.

3. The manner in which Canada Manpower selects and supports students in college programs was criticized. The criteria used to select students and to determine the amount and duration of financial support are unknown to the public and seem to be very arbitrary and irrational. Further, one student suggested that colleges gear their programs to suit the abilities of potential Manpower supported students in order to induce Manpower to place a substantial number of students in the college; this, of course, tends to increase enrolments and the college administrators are pleased.

4. The possibilities of transfer to other Canadian colleges or to Canadian universities are remote unless considerable course credits are forgone.

5. Counselling in colleges is difficult because many students lack firm expectations for their college careers and for themselves. Also, counsellors are not familiar enough with the courses, and with the program requirements in their respective colleges. Second year students might be excellent assistants for counsellors during registration.

6. The colleges seem less student-centered than they should be because considerable emphasis is placed on enrolling a minimum number of students in each course each quarter or each semester, rather than on the needs of individual students.

7. There should be much more counselling and orientation during Frosh week in order to ensure that (1) all students become more cognizant of their motives and of their expectations for education, and therefor choose their courses and programs more wisely, and (2) students--once they have a better notion of what they want and must do--know *how* to utilize their college career in an efficient manner.

8. Counsellors should not mislead students with respect to the prospects for transfer, or the prospects for finding employment when they leave the college.

9. There seems to be a dilemma in higher education, arising from simultaneous demands on education for qualified manpower on the one hand; and for intellectual, aesthetic, or other types of individuals on the other hand are by no means perfectly congruent. Educational planners, and consequently students, are caught between these two sets of demands which cannot be reconciled. Thus, the presidents seemed somewhat sympathetic to administrators who must plan and conduct educational programs which at once must satisfy the intellectual cravings of certain students, and supply highly skilled persons to the labor force.

10. The combination of student disinterest--if not apathy--and a lack of sensitivity on the part of students' councils to the needs of students and to the expectations of students for students' councils is contributing more and more to the problems of student governments. Communication seems to be the key to solving these problems. A variety of means for improving communications between students and their respective councils was discussed; however, not even one

suggestion for improving communications was accepted as being particularly useful or innovative.

In summary, by far the most significant outcome of this discussion of student problems in colleges was that presidents (and their councils) tended to identify the same problems as students at large. Students at large (Table 17, pages 80-82) and students' council presidents *both* identified these problems:

1. *the manner in which manpower students are selected and supported;*
2. *the failure of diploma programs to account for employers' needs;*
3. *the lack of multiple routes in programs;*
4. *the failure of counsellors to research and transmit accurate and complete information on their respective colleges;*
5. *the failure of counsellors to research and transmit accurate and complete information on the possibilities and requirements of transfer to other colleges or to universities; and*
6. *the failure of students' councils to represent students in relevant causes.*

CHAPTER 5

PROBLEMS IDENTIFIED BY SPECIAL INTEREST GROUPS

INTRODUCTION

In several colleges there were occasional interviews with individuals or small groups who seemed more concerned with the special problems of certain minorities than with the problems of the student body, in general. Although these interviews could not be considered at the same time as the discussions of the general problem areas in the preceding two chapters, "special groups' problems" are nevertheless interesting and worthy of consideration by various persons involved in college administration.

Brief discussions of interviews with students from five special groups follow.

Free University Advocates

Four university transfer students at one of the colleges discussed their proposal for a "free university" and their reasons for planning to establish one. No attempt was made to judge whether the proposal would actually be implemented; however, the researcher was impressed by the sincerity of these students, and by their tolerant attitude toward the prevalent values and mores of the middle class society. Although many would argue that withdrawing from society is a poor way of adapting--or even that it is impossible, these students were prepared to withdraw rather than to revolt.

They observed that although the "establishment," particularly politicians and educators, have sincerely attempted to plan and implement useful changes, the planning is too bound to past history, and never proceeds much beyond the planning stage into the implementation stage. Rather than wait for those in authority to implement some useful changes, people should make their own plans, immediately implement them, and then be prepared to face the consequences. With a carefully screened group of people selected because of their strong commitment and because of a degree of optimism and willingness to accept and repair the consequences of crude plans, it should be possible to go away somewhere to study and to learn about those things in which the group is interested.

The important point is that these students realized that they did not have a panacea for their problems, that they would make many mistakes, and that their subculture would be subject to recurrence of the problems found in that society from which they were withdrawing; nevertheless, they would at least be doing something rather than merely philosophizing about what ought to be done and making plans to do it.

Music Students

Five students, of which only one was registered in a program for college credit, were concerned that the music program in one of the colleges was going to be dropped. The main reason for their concern was that the music program was largely oriented to serving the community rather than to permitting full-time college students to pursue credit courses.

These students felt that if there were better college-community relations, administration of the college and the Board of Governors would be more fully cognizant of the service provided to the community by the music program and of the community's appreciation and acceptance of the program's benefits. Further, the students felt that if there were better channels of communication between students and administration, the former would be able to help in convincing the latter of the benefits of the music program. The students seemed to appreciate administrative problems such as the financing of programs, and the locating of instructors who were qualified both to teach the program and to maintain good relations between the college and the community. Finally, these students were concerned that the means by which they planned to petition the administration, the Board of Governors, and the Colleges Commission were appropriate and would be effective.

Police Science Students

Approximately twenty Calgary City Police officers were enrolled in evening classes for upgrading their training in police science and related subject areas such as sociology. As practising policemen who regarded themselves as professionals, they felt very strongly about the necessity for constantly improving their qualifications. They hoped that more law enforcement officers could become involved in future and that additional facilities could be found for special training in practical areas. They believed that a certificate or diploma would act as an incentive for more officers to enroll in the program; but their

main concern was for better facilities, more scope, and transferability to a university baccalaureate program in Police Science. One vehicle which was proposed for perpetrating these changes was a provincial police commission.

In summary, these men were acutely aware of improving police-community relations. They believed that better training which included sociology and psychology courses and the integration of police students with other college students would be the most logical starting point to improving relations.

Kelly 21

This is a student self-help group on the campus of Mount Royal College. Mr. Ron Ellerman conceived the idea for the organization when he observed the difficulties encountered by students during registration. Originally, the organization provided experienced students to assist newcomers during registration and orientation at the college. The scope of operations has now expanded and a place to go is provided for students with personal, medical, legal, or any other type of problems. Distressed students can discuss their problems with other students who have faced similar problems, themselves, and who do not represent any authority which could force clients to seek professional help. The "staff" comprises students who came to Kelly 21 for assistance, who solved or are solving their problems, and who are showing their appreciation by offering a similar service to other students, in turn. Mr. Ellerman is planning to make himself available to other colleges as a consultant if Kelly 21

continues to succeed. He will assist students in other colleges to establish similar organizations if they request his services.

The testimonials of students who have been helped and who are being assisted by Kelly 21 are impressive.

Such organizations cannot be ignored as a possible solution to a variety of student problems: Kelly 21 has established working agreements with lawyers, drug counsellors, medical staff, and concerned college administrators all of whom will work with students referred from Kelly 21 free of charge and with an absolute minimum of commitment on the part of students.

The *Policy of "Kelly 21"* is included in the appendices.

Day Parole Students

A correctional institute and the community college in one of the cities have organized an educational program for inmates who receive a daily eight hour parole in order to take courses at the college. These students encounter rather unique problems in the area of course content, student-personnel services, social life, motivation, arranging for conditions within the correctional institution to be conducive to a college career, and so on. Please refer to Appendix D.

CONCLUSIONS FOR CHAPTER 5

As was stated in the introduction, since these special groups represented small minority groups who were likely more concerned with their own unique problems rather than with the problems of students generally, their comments could not be analyzed in conjunction with those of the remainder of the respondents.

However, it is significant that some of the problems identified by special groups did indeed confirm certain problems identified by the other students who were interviewed. There is:

1. *a lack of student participation in policy formulation and planning;*
2. *a lack of sensitivity of administrators to the needs of the community;*
3. *difficulty in transferring from colleges to other educational institutions without losing course credit;*
4. *a need for more on-the-job training;*
5. *a need for more flexibility (course options, or specialization) in programs;*
6. *a need for counselling for personal problems, as well as for vocational guidance;*
7. *a need for improved registration and orientation practices; and*
8. *a degree of failure by colleges to account for the diveristy in individual needs, abilities and situations.*

CHAPTER 6

FINDINGS AND RECOMMENDATIONS

INTRODUCTION

This study has reported problems which were perceived by students in community colleges in Alberta. Four types of problems--situational problems, college organizational problems, program problems, and students' council problems--were researched during seventy-nine interviews in five colleges solely on the basis of students' perceptions. Although the main purpose of the study was the identification of general problems, various parts of the report included students' proposals for solving or alleviating the problems which were identified.

The purpose of this chapter is to choose from the problems identified in each college and in the system those problems which, on the basis of the number of students who mentioned each problems, appeared to be most crucial. Second, implications of some of the problems will be discussed, recommendations presented; and conclusions which were inferred from the data and the analysis of the data will be stated.

FINDINGS

Table 18 lists the ten problems which were most crucial to students. The number of students who identified each problem served as the basis for determining the relative importance of the problems.

Table 18

Summary of Ten Major Problems in the System
Listed in Order of Importance

Rank	Problem	The No. of Colleges in Which Problem was Identified	% of Students Identifying Problem in the System
1.	Lack of student participation in students' council affairs	5	49%
2.	Lack of flexibility in programs	5	45
3.	Difficulty in achieving satisfactory transfer arrangements with other institutions	5	34
4.	Failure of potential employers to recognize qualifications of graduates	5	32
5.	Poor acceptance of college students by citizens	4	29
6.	Failure of Counsellors to provide accurate information on programs and job availability	4	27
7.	Poor student-instructor relations	3	21
8.	Poor student-administrator relations	4	18
9.	Failure of Canada Manpower to use equitable criteria for the selection and support of students.	5	13
10.	Misleading of students by counsellors with respect to what to expect in programs and in trying to find employment	3	11

SOURCE: Table 17, pp 80-82, above.

CONFIRMATION OF THE MAJOR PROBLEMS

As was noted in the concluding sections of Chapter 5 and Chapter 6, the perceptions of students' council presidents, and of interviewees from special interest groups confirmed the existence of the problems identified by the sample and shown in Table 18, above.

SOME IMPLICATIONS OF THE FINDINGS

It seems evident to some students that not all faculty members and administrators are completely committed to the position that vocational education is just as important, and just as worthy an undertaking for students and others as academic education.

The interviews provided some evidence for concluding that colleges in cities in which there is not also a university were aspiring to become universities, whereas the other colleges seemed to be focussing more attention upon fulfilling roles as community colleges. There are at least two reasons for this phenomenon: (1) as soon as a university is built in a college city, aspiration which there might have been for the college to become a university likely will evaporate; (2) where there is no university, it is appropriate that university transfer programs will receive a high priority. Nevertheless, a strong emphasis on transfer programs for university students should not preempt the coexistence of equally high priorities on one- and two-year programs.

College and Colleges Commission administrators should employ a variety of direct and indirect means for educating the remainder of college personnel and local citizens of the need for and the role of community colleges, and where appropriate, of the questionable feasibility of converting to university status.

College - Community Relations

In all colleges, students felt that the college administration should be involved to a greater extent in establishing and maintaining better relations between the college and the people—particularly potential employers--in the city and the region. Too few potential employers are aware of the qualifications of certificate and diploma graduates from the college. Similarly, the colleges are not highly enough attuned to the manpower requirements of industries and businesses in the region. Further, the college is not aware of the precise requirements which potential employers have for skills and capabilities of graduates.

Better communications between the college and potential employers would likely result in opportunities for improved on-the-job experiences for a greater number of students. This in turn would result in better training for students because of better on-the-job training and also because colleges could improve their classroom instruction on the basis of more knowledge of employers' requirements.

It seemed possible that *part* of the reason for the poor acceptance of students as individuals and as consumers in the cities is the lack of communications between the colleges and the cities.

Students' Councils

Council members in all five colleges were concerned with the lack of student participation in Council affairs. Students at large, in turn, were aware of this lack of participation, but they attributed it partly to Councils' failure to make representations for students on crucial *issues* to appropriate groups. They attributed the lack of participation also to students' top priorities being placed on studying. No Council member nor student was able to suggest a solution which would have been acceptable to a majority of the respondents. However, from the point of view of students at large, lack of student interest in student government--although noted by nearly all respondents--was not a particularly significant problem. In fact, it may be fair to infer that if college administrators, counsellors, and Students' Councils did not continually remind students that the latter were failing to support their government, and if students were not indoctrinated to accept the assumption that student government and participation in it is "good" (and that failure to participate is "bad"), perhaps students would then perceive the problem to be very trivial. Briefly, one solution to the lack of student participation in Students' Council might be allowing all those concerned to cease viewing the extant situation as a problem.

Transferability and Counselling

The difficulty which students have in transferring from colleges to universities as well as to institutes of technology and other educational institutions was mentioned by nearly every student who was interviewed, and 35 percent of these regarded transferability as a

serious problem. The basis for this problem seemed to be another problem which was closely related--the failure of counsellors to provide complete and accurate information on a variety of topics. Counsellors were reportedly not fully aware of the possibilities of, the requirements for, and the difficultites in accomplishing satisfactory transfer arrangements with other institutions.

Because students' comments regarding the shortcomings of the counselling service were often juxtaposed with charges that the administrators were not maintaining adequate relations with the community, it was inferred that college administrators were partly responsible for the lack of information to which counsellors should have had access.

First, if administrators fail to recognize the need for closer liaison between college and community, the counsellors will not benefit from what administrators learn about job opportunities and on-the-job training experiences.

Second, if administrators are not continually in contact with the community, then counsellors cannot benefit from having the doors to important sources of information left open for them. (This is not to say that counsellors should not be expected to establish some contacts and maintain relations in the community, on their own).

Third, if administrators tend to de-emphasize community relations, then counsellors may be directly or indirectly discouraged from establishing contacts with various groups in the city and the region.

Counsellors need time, encouragement, and assistance from the administrations of colleges in order to estabish relations and to research the kinds of information which students feel that they require.

Relationships Among Students, Faculty, and Administrators

Faculty-student, counsellor-student, administrator-student, and faculty-administrator relations were perceived in many instances as being poor. The researcher inferred from discussions with college students that poor relations are symptoms of other problems. It might be possible in fact to reduce most of the major problems identified herein to a single, underlying problem: the failure of colleges to emulate the community college philosophy.

Problems of Manpower Supported Students

The recommendations of students from all five colleges were nearly identical and quite clear: Canada Manpower should develop more consistent and more rational criteria for selecting students to be supported, and for deciding to what extent they will be supported. Of course, it is possible that such criteria do exist already, and that students are misinformed or prejudiced because of experiences which they have had. In any case, the second part of the recommendation--that selection and support policies of Manpower be better publicized--would help to allay misunderstandings.

Program Flexibility

The problem of program inflexibility also seems to reflect the reported failure of college administrators to base programs upon community needs. On the other hand, the youth of the college system combined with the inability due to small enrolments to effect economies of scale must be recognized. Perhaps a solution here would be the development of a better way for administrators to keep students

informed of administrative problems.

Campus Facilities

Although the question of educational facilities was not rated as one of the major problems, in those colleges where new buildings were being planned and built, students often mentioned in passing that a variety of problems such as the lack of student identification with the college might be alleviated when the new facilities were available. At least eight students mentioned, however, that it was a mistake to expect new campuses to be a panacea for such problems.

It is interesting that the researcher detected that students in the college which *is* housed in new facilities reported a similar lack of student indentification as the other four colleges.

SUCCESS IN IMPLEMENTING THE COLLEGE PHILOSOPHY

The task of living up to the philosophy for community colleges in Alberta is extremely challenging, particularly in a short period of time. (When this study was conducted, the college system was less than two years old.) That the colleges in fact have progressed toward their ultimate goal of implementing their philosophy was confirmed by scores of favorable comments by respondents.* Although the purpose of the

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*The researcher cannot recall more than two or three (of nearly 4 hundred) students interviewed who did not praise various aspects of their college careers. In fact, it could be argued that a further limitation of this study is that students' *favorable comments* were not recorded and contrasted with perceived problems in order that a better perspective could have been maintained. The defense of this criticism is that a problem perceived by a given number of students does not disappear or lessen simply because other students do not happen to be confronted by the same problem.

research was to learn of student *problems*, respondents nearly always discussed both good and bad impressions of their respective colleges. One reason for this was simply that in conducting the interviews, the researcher encouraged students to talk about whatever they chose. (See page 7, and pages 18 to 20 regarding the interview technique.)

The favorable comments which recurred most often were these.

1. Student-faculty relations were by and large excellent; instructors encouraged free discussion and meaningful controversy.

2. The content and manner of presenting courses exceeded students' expectations in many instances.

3. For many older students, the college provided opportunities for students to renew confidence in their abilities, and for students to find a second chance of a more rewarding and lucrative vocation.

4. In spite of student council problems, the social and recreational opportunities were abundant and often surpassed students' expectations.

RECOMMENDATIONS FOR FURTHER RESEARCH

At least ten major problems (Table 18) were identified by this study. Because of the sampling technique and because of the crude statistical methods for analysing the data, further research in order to assess more precisely the seriousness of the major problems seems appropriate. An additional reason that this type of followup may be appropriate is that the major problems in question are all intimately related to the basic philosophy of the community college system in Alberta. Since followup studies would not have to concentrate on problem identification, structured interviews or questionnaires could be employed so

that precise statistical examination of the data would be possible.

Perceptions of several subgroups of students, or of other reference groups such as instructors, administrators, or parents could be compared by program, college, interests, attitudes, and by various demographic characteristics.

The relative seriousness of problems could be determined by the use of Likert-type scales, instead of by relying upon frequencies of identification.

Certain situations in colleges or across the system could be examined on the combined basis of (1) the existence of problems being confirmed and (2) the existence of problems being denied.

Student problems could be examined in pairs or in sets in order to determine whether the existence of one problem tended to increase the probability that other related problems would exist or not exist.

In summary, the present study could be replicated with other reference groups' perceptions; or, the problems identified in the present study could be singled out for intensive study.

RECOMMENDATIONS FOR ACTION

Primarily of the basis of students' perceptions of problems, and secondarily on the basis of the above inferences from the data, the researcher has recommended the following:

1. The administration of each Public College in Alberta, in consultation with its Board of Governors and the Alberta Colleges Commission, should re-examine the philosophy and functions of colleges, reasses the feasibility of achieving these, and redefine--where necessary--operational goals of the college through adaptable policies, and short and long range plans.

2. A major emphasis in examining philosophy, goals, policies and the plan for implementing these should be on intimate college-community relations, and the suitability of courses and programs in terms of the needs of the community.

3. The counselling services should endeavour to provide better information regarding transfer and job opportunities for one and two-year graduates in employment. Counsellors should be intimately involved in the exchanges between the college and the community even to the extent of operating employment agencies.

4. College personnel at all levels should make students more aware of policies, plans, and actions which exist for the benefit of individual students, for the college as a whole, and for the community in which the college is located.

5. The Colleges and the Alberta Colleges Commission should re-examine the relative emphases placed on financial support of credit programs and of community services programs.

CONCLUSION

The major finding of this study was that students identified precisely those problems which administrators also are most concerned with and are endeavoring to overcome.

The major problems confronting students and the subsequent recommendations for action both bear a strking ressemblance to much of the literature which expounds and advocates concepts of community colleges. At first glance, such a finding may be disappointing to some. However, it provides a considerable degree of validity for the plans and efforts of concerned administrators in the community college movement of the 1970's.

APPENDICIES

APPENDIX A

Correspondence pertaining to seeking approval from Colleges and Students' Councils for conducting the study.

ALBERTA COLLEGES COMMISSION
SUITE 600 DEVONIAN BUILDING, 11160 JASPER AVENUE, EDMONTON, ALBERTA
TELEPHONE: AREA CODE 403/482-5976

[Text of the letter (excluding enclosures) sent to each college president]

December, 1970.

You will recall Dr. Kolesar having referred to a study I am proposing concerning college students in the Alberta Public Colleges. During the September Advisory Board meeting, the presidents expressed approval in principle to such a study.

A written proposal has been prepared, and a copy can be forwarded to you upon request. However, I am summarizing the proposal in this letter for your convenience.

The main purpose of this letter is to request your official approval of the study. Dr. Kolesar has scrutinized the shaping of the proposal, and a letter of his is enclosed.

For your convenience, I have also enclosed a standard approval reply letter which I hope that you will complete and return to me by December 8, 1970.

Since the philosophy of community colleges and of the Alberta College System emphasizes the individual student, it is reasonable that the lack of literature or information on the perceptions of students should be supplemented by some local research. As proponents of the concept of community colleges, we have our own perceptions of how college organizations might develop roles which fulfil the generally accepted purposes of colleges. An important source of data for evaluating our operations and the extent to which the purpose of community colleges are being fulfilled is the perceptions of our students.

Specifically, the study which I am proposing will survey students' perceptions with respect to certain problems, possible solutions to the problems, means of implementing solutions, and the responsibility for finding and implementing solutions. The main purpose would be identifying problem areas in the entire system, and problem areas peculiar to individual colleges. The identification of problem areas should serve two important uses to administrators and staff in the college system. Primarily, we will be able to check students' perceptions against our own and decide whether priorities need to be changed in order to continue emphasizing the importance of students and their needs. Secondarily, suggestions as to solutions to problems, and as to the means and responsibility for implementing solutions, should prove invaluable in the actual task of searching for alternatives.

The survey will consist mainly of personal interviews with students in each of the five colleges. In this instance, the study is delimited to only students enrolled in one- or two-year vocational, or occupational programs, and to students' council representatives. If the study proves useful, it could be extended to other sub-groups later.

Five kinds of problems will form the basis for the interviews: situational problems -- problems related to costs to students for their education, the distance from home, finding a place to board, etc; college organizational problems -- channels of communication, student involvement in decision-making (regulations, transferability, entrance requirements, and other such policies); problems related to programs and services -- students' expectations as to curriculum, counselling, instructional skill, relevancy, etc; and, students' council organizational problems -- failure of the council to fulfil certain functions, functions which the council might fulfil but does not or cannot undertake, the usefulness of the council in various channels of communication, etc.

If you react favorably to this proposal, please note the following :

1) A letter of approval addressed to me is enclosed. Please complete, and return it with any comments which you may have.

2) I shall be contacting the president of your students' council once the study is approved; you will receive a copy of this letter.

3) I will arrange a time for my visit to the college with the students' council president and confirm these dates with you. (Approximately two or three consecutive days late this year or early next year).

4) Copies of the report will be made available as soon as the study is completed. Of course, individual students' responses will be kept in strict confidence.

5) Should you wish more information, I am readily available by telephone at the Colleges Commission office, or -- a copy of the proposal will be forwarded on request.

Thank you very much.

Sincerely,

Neil W. J. Clarke,
Intern.

Encl: 2.

ALBERTA COLLEGES COMMISSION
SUITE 600 DEVONIAN BUILDING, 11160 JASPER AVENUE, EDMONTON, ALBERTA
TELEPHONE: AREA CODE 403/482-5976

[Text of the letter (enclosures excluded) sent to Students' Councils]

December, 1970.

As a university student, I am aware of some of the problems and needs of students beyond grade 12; however, I would like to learn more about college students, in particular. This year I am in the fortunate position of serving as an intern with the Alberta Colleges Commission (in addition to continuing regular studies). The main purpose of the internship is my learning as much as possible about the college system in the province. One of the things that I have found out so far is that the philosophy of the system is student-centered. For example, these general goals of the college system were adopted following a Cabinet Submission in August, 1969:

- to make higher education more accessible to more people;
- to advise students according to their capabilities;
- to provide a second chance for students who have dropped out of high school; and
- to assist students develop aspirations which will allow them to make best use of potential abilities and skills.

Although it is commendable that the colleges recognize -- at least officially -- that students are the focus of their endeavors, I suspect that after only a year and a half of operation the Colleges Commission (and that your own college) have not yet fully achieved these four rather lofty goals.

Now I come to the main purpose for writing you. I would like to come to your college to talk to the students' council as a group and individually, and to interview -- very informally -- several students in two-year vocational and occupational programs. If you are favorable to this, the details of the visit will be worked out later.

The specific purpose of the visit will be to attempt to identify areas of direct concern or interest to students -- areas in which the Colleges Commission and your own college might be able to do a better job in relation to the above goals. The Commission, and the administrators and the faculty at your college no doubt have their own ideas of what problems exist and what steps might be taken; but this is only one point of view. It seems to me that finding out what students themselves think is an excellent way to help Alberta community colleges fulfil the four goals listed above.

I have enclosed a letter from Dr. Henry Kolesar, Chairman of the Alberta Colleges Commission, expressing his interest in learning what students think about their colleges.

I also include a copy of a letter from your president expressing his approval of the research.

Finally, would you please use the enclosed letter of reply, and return it if possible by December 18, 1970.

Thank you.

Yours truly,

Neil Clarke
Intern.

Encl: 3.

[Sample letter of approval which was returned by each College President, and a copy of which was subsequently forwarded to each Students' Council]

_____, 1970.

Mr. Neil Clarke, Intern,
Alberta Colleges Commission,
Suite 600, Devonian Building,
11160 Jasper Avenue,
Edmonton, Alberta.

Dear Mr. Clarke:

This letter represents our official approval of your proposed survey of college students, and permission is hereby granted for you to conduct the research in our college according to the terms outlined in your letter of December, 1970.

(signed) _____

Comments:

[Sample letter of approval which was returned by each Students' Council]

_____, 1970.

Mr. Neil Clarke, Intern,
Alberta Colleges Commission,
Suite 600, Devonian Building,
11160 Jasper Avenue,
Edmonton, Alberta.

Dear Mr. Clarke:

We have received and reviewed your proposal to interview various students and to meet with students' council members in order to discuss students' views of various kinds of problems in the college and students' suggestions for overcoming these problems.

The students' council of this college hereby expresses its approval of this project, and its willingness to cooperate in making the project a success.

(signed) _____

Comments:

ALBERTA COLLEGES COMMISSION
SUITE 600 DEVONIAN BUILDING, 11160 JASPER AVENUE, EDMONTON, ALBERTA
TELEPHONE: AREA CODE 403/482-5976

[Text of letter from the Alberta Colleges Commission Chairman to each Students' Council and to each College President]

November 27, 1970.

Re: A Research Project by Neil Clarke, Intern at the Alberta Colleges Commission

At the September Advisory Committee meeting I briefly mentioned that Mr. Clarke would be conducting a study of student problems in the colleges. We were not sure at the time what the exact problem, scope, etc. would be. Following discussions with Mr. Clarke we felt that a proposal should be drafted so that feasibility, possible benefits of the study, limiations, and so on could be examined in more detail.

I believe that Mr. Clarke has already informed you that he has a proposal prepared which has been reviewed and revised with the help of Colleges Commission staff members.

Personally, I have read both preliminary and final drafts of the proposal and I think that the study will fulfil some of my own hopes for finding out from students what problems they have.

Mr. Clarke will be in touch with you immediately, and I trust that you will approve his project. Also, I hope that you will extend to him the cordiality and cooperation which the rest of us on staff enjoy when we visit your college.

Yours truly,

H. Kolesar,
Chairman.

APPENDIX B

A copy of the Interview Schedule on which notes of students interviews were recorded. (Page one, only, is included).

I. Problem Areas

What Problems	Alternatives-Alleviation	Who Responsible	How
A. Situational (financing, accommodations, adjusting, town or city, commuting, other).			
B. College Organization (student-administration, student-faculty relations and communications; student participation in policy, thrust-philosophy of college).			
C. Programs and Services (curriculum planning, fulfilling of expectations, instructional skill, evaluation, work experience, other).			
D. Students' Council (functions fulfilled vs those unfulfilled, usefulness, student relations, apathy, as channel of communication, roles, other).			
E. Other.			

APPENDIX C

Policy statement for the student self-help organization at Mount Royal College, Calgary.

"POLICY OF 'KELLY 21'

Hereafter being:

"a) Promoting and assisting YOU the individual with problems pertaining to YOUR immediate environment.

"b) Providing a meeting place to promote and foster consideration and discussion of questions that affect YOUR social environment.

"c) Providing a quarum [sic] for the full and free discussion and promote [sic] the social and financial assistance, legal and medical information to assist YOU the student.

"d) Entering into any arrangements with any authorities public, academic or otherwise, that may seem conducive to the organization's objectives. To obtain from such authority any rights, privileges and concessions which the organization may deem desirable in obtaining and carrying out exercises and complying with any such arrangements, rights, privileges and concessions awarded by this organization.

"e) Promoting and supporting activities that 'Kelly 21' may deem advantageous.

"f) Allowing full student participation in constructing new opinions as to the betterment of the organization.

"The operations of 'Kelly 21' are to be carried out on the campus of Mount Royal College in affiliation with the University of Calgary and the Southern Alberta Institute of Technology.

Ron A. Ellerman Jr.
Coordinator
[signed]

Shelley Florendine
Secretary Treasurer
[signed]"

APPENDIX D

Summary of a video-taped interview with day parolees from a correctional institute who were attending a community college.

AN INTERVIEW WITH DAY PAROLE STUDENTS

Introduction

One of the public colleges in Alberta offered courses to inmates at a correctional institute in Calgary. Some courses were given in the institution; however, a few day parole students attended regular courses on campus. An interview with six day parole students at Mount Royal, two day parole students attending a high school, and one full parolee studying at Mount Royal was conducted and video-taped by the director of CON-CERN especially for the purposes of this study.

Summary of Parolees' Taped Comments

The principal of the day parole program was sound; in practice, however, the program did not work for a variety of reasons.

1. Jail environment was not conducive to study in the evenings. Guards and others at the jail reportedly intimidated parole-students because the former seem to think that it was presumptuous of parolees to be attempting to obtain educations. Jail is a pervasive environment conducive to crime and to learning how to be a criminal. Such an environment is not and cannot be motivational to correction because it makes inmates bitter and less likely than ever to learn how to adapt to society. In fact, according to one respondent, a short jail term "...does more to make criminals than all other social processes combined." (Perhaps the reader will have seen the Edmonton produced film, "I'm Going to Get You Elliot Boy!")

2. Students did not receive enough attention or sufficient counselling either in the college or at the jail.

3. There were too many restrictions placed on students by the parole board. These restrictions made study difficult and prevented any rehabilitation through resocialization processes. Students should have more freedom on campus. The day should be longer to permit study in the college library, or at least to prevent an abrupt shift from college life back to institutional life. There should be an opportunity for parolees not only to attend classes and to study, but also to become involved in activities which will help them to develop feelings of self-worth and help them readjust to society.

4. There were conflicts among role expectations. The individual is an inmate in the evenings when he is expected by other inmates to have done everything possible during the day to beat the system. During the day he is a student, but also during the day he is a convict on parole.

5. The lack of facilities at the college indicated to parolees that the college seemed not to have prepared for them. There were no places for them to meet, to rest, or to study; there was no privacy. Parolees were not permitted to leave the campus, and there were a variety of constraints which prevent them from mixing with other students informally. No facilities to determine the needs and aptitudes of parole students existed.

Society still preaches that one must have an education if one wants to get ahead in the world. In addition, there is much pressure on individuals to get ahead. However, the educational system does not provide

much genuine motivation for one to become educated. That is, there is seldom any motivation for learning something for the sake of learning it, or for the purpose of carrying out a project primarily for intrinsic satisfaction. Although education is an alternative to criminal behavior, the motivation provided to persons to become educated often parallels the motivation for criminal behavior.

Many of the interviewees were, nevertheless, committed to finishing their education and to staying out of jail permanently in the future. Whether these aspirations will be realized is unknown.

Recommendations

For the information of persons or agencies interested in developing rehabilitation programs for inmates in correctional institutions, Dave Berner, president of the Ex-Cal-Ay Foundation,* and his wife have been as successful as anyone in North America in preparing inmates to return to society. The former direction of CON-CERN in Calgary advised that interested organization consult with Mr. Berner.

Second, the video-tape on which the above discussion was based can be made available to interested organizations. Please forward inquiries to N. Clarke in care of the Alberta Colleges Commission.

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*This foundation is listed in the Vancouver telephone directory.

— a questionnaire —

for (a) priority —

(b) urgency —

(c) frequency —

(d) causes —

(e) resolutions —